

# COMMONWEALTH of VIRGINIA

## Board of Education Agenda

**Date of Meeting:** June 28, 2007      **Time:** 9:00 a.m.

**Location:** Jefferson Conference Room, 22<sup>nd</sup> Floor, James Monroe Building  
101 North 14<sup>th</sup> Street, Richmond, Virginia



**9:00 a.m.                      FULL BOARD CONVENES**

**Moment of Silence**

**Pledge of Allegiance**

**Approval of Minutes of the May 30-31, 2007, Meeting of the Board**

**Public Comment**

**Consent Agenda**

- A.      Final Review of an Appeals Process for Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*
- B.      Final Review of an Appeals Process for Instructional Interventions to Satisfy Provisions in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*

**Action/Discussion Items**

- C.      First Review of a Request for Increased Graduation Requirements from Westmoreland County Public Schools
- D.      Final Review of *Guidelines for Schools for Students with Disabilities Fund*
- E.      Final Review of Proposed Standards of Learning for Algebra, Functions, and Data Analysis
- F.      First Review of the Board of Education's Comprehensive Plan: 2007-2012
- G.      First Review of Proposed Revised *Guidelines for Family Life Education* as Required by the 2007 General Assembly
- H.      First Review of Recommended Cut Scores for the Virginia Alternate Assessment Program

## **Action/Discussion Items (continued)**

- I. First Review of *Draft Guidelines Establishing an Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence* (8 VAC 20-131-325)

## **Reports**

- J. Annual Performance Report on Adult Education and Family Literacy

**DISCUSSION OF CURRENT ISSUES** - by Board of Education Members and Superintendent of Public Instruction

## **ADJOURNMENT**

### **PUBLIC NOTICE**

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, June 27, 2007. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

### **GUIDELINES FOR PUBLIC COMMENT**

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

# Board of Education Agenda Item

Item: \_\_\_\_\_ A. \_\_\_\_\_

Date: \_\_\_\_\_ June 28, 2007 \_\_\_\_\_

**Topic:** Final Review of an Appeals Process for Supplemental Educational Services Providers Under the *No Child Left Behind Act of 2001*

**Presenter:** Ms. Diane Jay, Associate Director, Office of Program Administration and Accountability

**Telephone Number:** 804-225-2905

**E-Mail Address:** Diane.Jay@doe.virginia.gov

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

X Previous review/action

date May 30, 2007

action First Review

**Background Information:** Section 1116(e)(4)(B-C) of the *No Child Left Behind Act of 2001* requires states to: 1) develop and apply objective criteria to potential supplemental educational services (SES) providers that are based on a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards; and 2) maintain an updated list of approved providers across the state, by school division, from which parents may select.

Potential SES providers submit applications to the Department of Education for review of their programs. The applications are evaluated by Department staff using Board-approved criteria in ten key areas. The key areas include: 1) evidence of effectiveness; 2) evidence of link between research and program design; 3) connection to state academic standards and division's instructional program; 4) monitoring student progress; 5) communication with schools and school divisions; 6) communication with parents and families; 7) qualifications of instructional staff; 8) financial and organizational capacity; 9) compliance with federal, state, and local health and safety standards; and 10) compliance with federal, state, and local civil rights protections. After a review by the Department of Education, the Board of Education approves providers that meet the criteria to be added to the list of providers eligible to serve Virginia students.

At its meeting on May 30, 2007, the Board delegated to the Superintendent of Public Instruction

authority to act on its behalf regarding the approval of SES applications and any initial appeals from the providers.

**Summary of Major Elements:** This item proposes a process for potential supplemental educational services (SES) providers to appeal to the Board of Education if their application has been denied by the Superintendent of Public Instruction, acting with authority delegated by the Board of Education. The proposed process outlines the steps the applicants should take if they do not agree with the decision of the Superintendent of Public Instruction to disapprove the application. The process describes: 1) the time frame for the individual submitting the appeal; 2) the procedure for considering the appeal; and 3) the time frame for consideration of the appeal.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education approve the proposed appeals process for supplemental educational services providers under the *No Child Left Behind Act of 2001*.

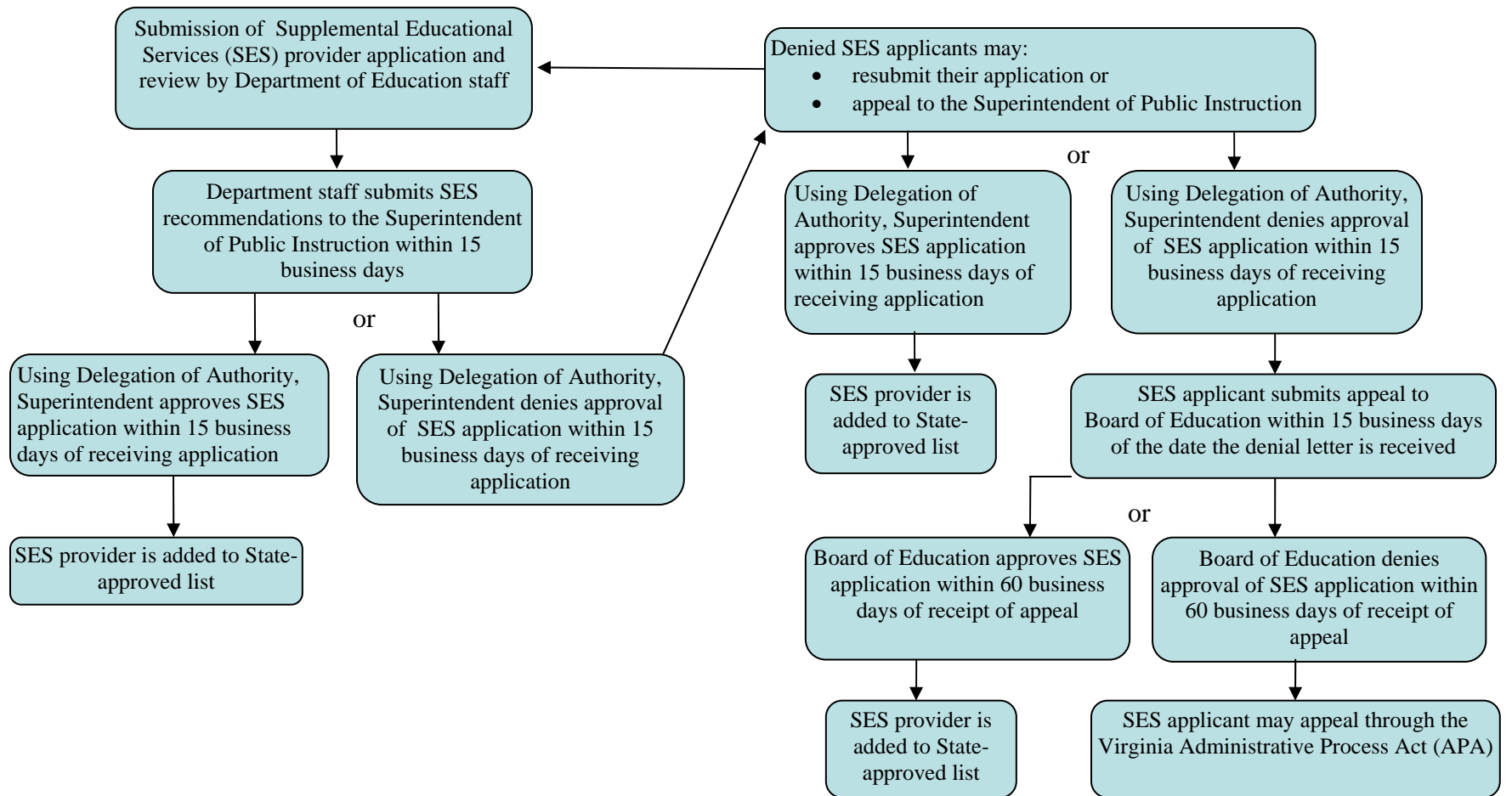
**Impact on Resources:** The responsibility can be absorbed by the agency's existing resources at this time.

**Timetable for Further Review/Action:** Following final approval, the appeal process will be posted to the section of the Department of Education's Web site related to SES providers.

**Appeals Process for Supplemental Educational Services Providers Under  
the *No Child Left Behind Act of 2001***

<b>Submission of Application</b>	Potential Supplemental Educational Services (SES) provider submits application to Virginia Department of Education (VDOE) on a schedule determined by the Department.
<b>Review of Application</b>	<p><b>VDOE Review</b> The Supplemental Educational Services provider application is reviewed by a VDOE team within 15 business days of submission deadline. The VDOE review team forwards the application with recommendations to the Superintendent of Public Instruction.</p> <p><b>Superintendent of Public Instruction Review</b> The Superintendent of Public Instruction reviews the recommendation from the VDOE review team within 15 business days of receiving the application from the review team. The Superintendent, acting on behalf of the Virginia Board of Education (BOE) through the Delegation of Authority, will:</p> <ul style="list-style-type: none"> <li>• approve the SES application; or</li> <li>• deny the SES application.</li> </ul> <p><b>SES Application Resubmission</b> If a SES application has been denied by the Superintendent of Public Instruction, the applicant may submit a revised application in accordance with submission deadlines.</p>
<b>Appeals Process</b>	<p><b>Denied Applicant Appeals to the Superintendent of Public Instruction</b> If a SES application has been denied approval by the Superintendent of Public Instruction, the applicant may appeal, in writing to the Superintendent of Public Instruction within 15 business days of the date the denial letter is mailed. The Superintendent of Public Instruction will convene a review team consisting of one representative for the VDOE, one representative for the SES applicant, and one independent third party. The review team will review the appeal within 60 business days of the date the appeal is received. The decision of the review team will be sent by letter to the individual submitting the appeal within 15 calendar days of the review team’s decision.</p> <p><b>Denied Applicant Appeals to the BOE</b> If a SES appeal has been denied approval by the Superintendent of Public Instruction, the applicant may appeal, in writing, to the BOE within 15 business days of the date the denial letter is received. The BOE will review the appeal within 60 business days of the date an appeal is received. The final decision of the BOE will be sent by letter to the individual submitting the appeal within 15 calendar days of the BOE’s decision.</p> <p><b>Denied Applicant Appeals Through Virginia Administrative Process Act</b> This decision of the BOE is intended to be a final “case decision” within the meaning of the Virginia Administrative Process Act (APA) §§2.2-4000 et seq. of the <i>Code of Virginia</i>, and subject to further review in accordance with the APA and Part 2A of the Rules of the Supreme Court of Virginia.</p>

## Appeals Process for Supplemental Education Services Providers Under the *No Child Left Behind Act of 2001*



# Board of Education Agenda Item

Item: \_\_\_\_\_ B. \_\_\_\_\_

Date: \_\_\_\_\_ June 28, 2007 \_\_\_\_\_

**Topic:** Final Review of an Appeals Process for Instructional Interventions to Satisfy Provisions in Regulations Establishing Standards for Accrediting Public Schools in Virginia

**Presenter:** Ms. Diane Jay, Associate Director, Office of Program Administration and Accountability

**Telephone Number:** (804) 225-2905

**E-Mail Address:** Diane.Jay@doe.virginia.gov

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by  
\_\_\_\_\_ State or federal law or regulation  
X Board of Education regulation  
\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

X Previous review/action  
date May 30, 2007  
action First Review

**Background Information:** The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), May 24, 2006, require schools accredited with warning in English or mathematics to adopt and implement instructional methods that have a proven track record of success at raising student achievement. The SOA also require the Board of Education to publish a list of recommended instructional methods, which may be amended from time to time.

Potential providers of instructional interventions submit applications to the Department of Education for review of their programs. The applications are evaluated by Department staff using Board-approved criteria in ten key areas. The key areas include: 1) primary goal of the program; 2) main features of the program; 3) program results; 4) impact on instruction; 5) impact on organizational staffing; 6) impact on schedule; 7) subject-area programs provided by developer; 8) students served; 9) parental involvement; and 10) technology. After review by the Department of Education, the Board of Education approves providers that meet the criteria to be added to the list of providers eligible to serve Virginia students.

At its meeting on May 30, 2007, the Board delegated to the Superintendent of Public Instruction authority to act on its behalf regarding the approval of instructional intervention applications and any initial appeals from the provider.

**Summary of Major Elements:** A process has been proposed for potential providers of instructional interventions to appeal to the Board of Education if their application has been denied by the Superintendent of Public Instruction, acting with authority delegated by the Board of Education. The proposed process outlines the steps the applicants should take if they do not agree with the decision of the Superintendent of Public Instruction to disapprove the application. The process describes: 1) the time frame for the individual submitting the appeal; 2) the procedure for considering the appeal; and 3) the time frame for consideration of the appeal.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education approve the proposed appeals process for instructional interventions to satisfy provisions in *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

**Impact on Resources:** The responsibility can be absorbed by the agency's existing resources at this time.

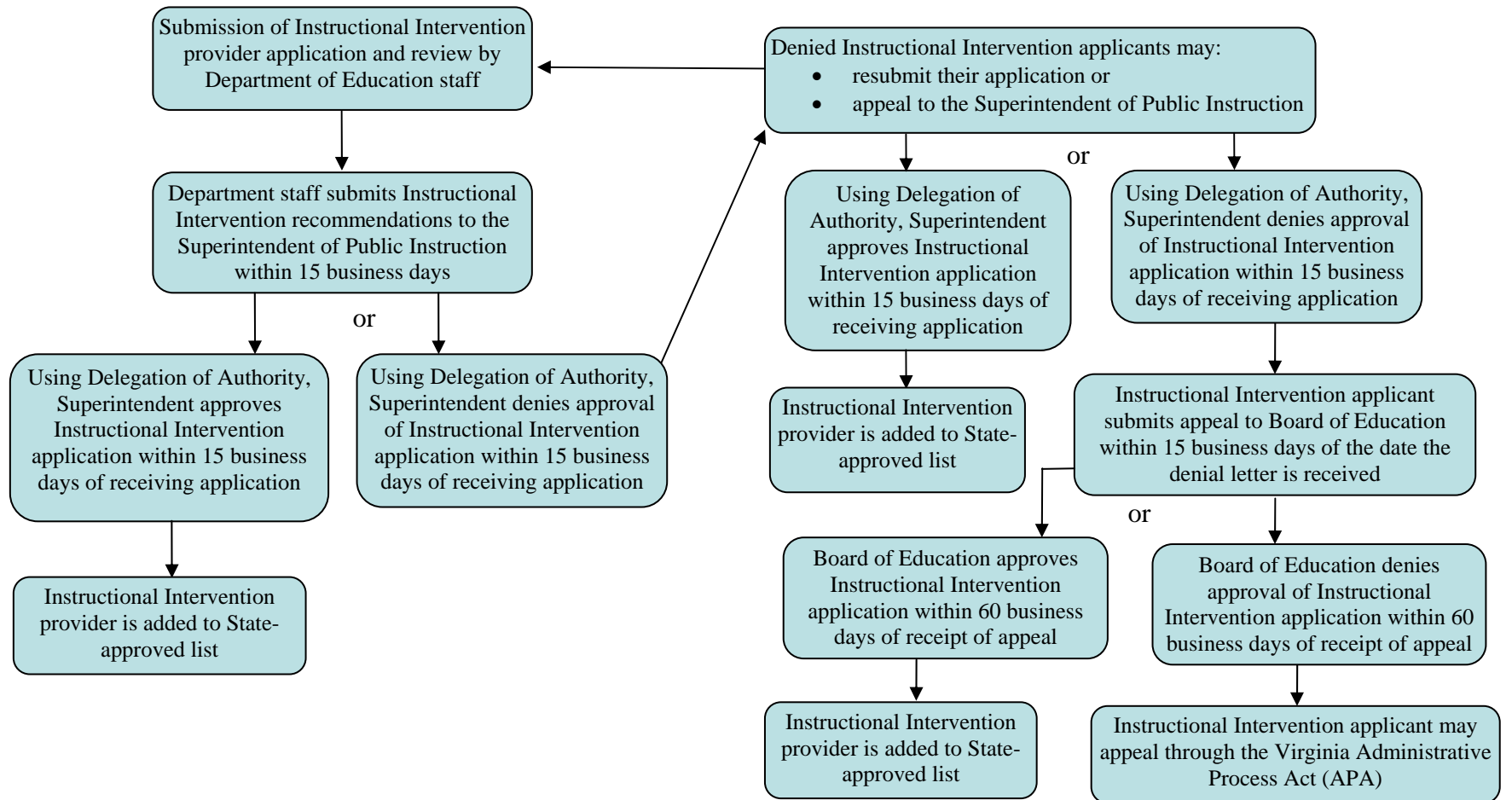
**Timetable for Further Review/Action:** Following final approval, the appeal process will be posted to the section of the DOE's Web site related to instructional interventions.



**Appeals Process for Instructional Interventions  
Under the *Regulations Establishing Standards  
for Accrediting Public Schools in Virginia***

<b>Submission of Application</b>	Potential Instructional Intervention provider submits application to Virginia Department of Education (VDOE) on a schedule determined by the Department.
<b>Review of Application</b>	<p><b>VDOE Review</b> The Instructional Intervention provider application is reviewed by a VDOE team within 15 business days of submission deadline. The VDOE review team forwards the application with recommendations to the Superintendent of Public Instruction.</p> <p><b>Superintendent of Public Instruction Review</b> The Superintendent of Public Instruction reviews the recommendation from the VDOE review team within 15 business days of receiving the application from the review team. The Superintendent, acting on behalf of the Virginia Board of Education (BOE) through the Delegation of Authority, will:</p> <ul style="list-style-type: none"> <li>• approve the Instructional Intervention application; or</li> <li>• deny the Instructional Intervention application.</li> </ul> <p><b>Instructional Intervention Application Resubmission</b> If an Instructional Intervention application has been denied by the Superintendent of Public Instruction, the applicant may submit a revised application in accordance with submission deadlines.</p>
<b>Appeals Process</b>	<p><b>Denied Applicant Appeals to the Superintendent of Public Instruction</b> If an Instructional Intervention application has been denied approval by the Superintendent of Public Instruction, the applicant may appeal, in writing to the Superintendent of Public Instruction within 15 business days of the date the denial letter is mailed. The Superintendent of Public Instruction will convene a review team consisting of one representative for the VDOE, one representative for the instruction intervention applicant, and one independent third party. The review team will review the appeal within 60 business days of the date the appeal is received. The decision of the review team will be sent by letter to the individual submitting the appeal within 15 calendar days of the review team’s decision.</p> <p><b>Denied Applicant Appeals to the BOE</b> If an Instructional Intervention appeal has been denied approval by the Superintendent of Public Instruction, the applicant may appeal, in writing, to the BOE within 15 business days of the date the denial letter is received. The BOE will review the appeal within 60 business days of the date an appeal is received. The final decision of the BOE will be sent by letter to the individual submitting the appeal within 15 calendar days of the BOE’s decision.</p> <p><b>Denied Applicant Appeals Through Virginia Administrative Process Act</b> This decision of the BOE is intended to be a final “case decision” within the meaning of the Virginia Administrative Process Act (APA) §§2.2-4000 et seq. of the <i>Code of Virginia</i>, and subject to further review in accordance with the APA and Part 2A of the Rules of the Supreme Court of Virginia.</p>

**Appeals Process for Instructional Intervention Providers to Satisfy Provisions  
in Regulations Establishing Standards for Accrediting Public Schools in Virginia**



# Board of Education Agenda Item

Item: C.

Date: June 28, 2007

Topic: First Review of a Request for Increased Graduation Requirements from Westmoreland County Public Schools

Presenters: Dr. A. Elaine Fogliani, Superintendent, Westmoreland County Public Schools  
Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: [Anne.Wescott@doe.virginia.gov](mailto:Anne.Wescott@doe.virginia.gov)

## Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by  
☐ State or federal law or regulation  
☒ Board of Education regulation  
☐ Other: \_\_\_\_\_

☐ Action requested at this meeting ☒ Action requested at future meeting: July 25, 2007

## Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action  
date \_\_\_\_\_

## Background Information:

The Standards of Quality (SOQ), in § 22.1-253.13:4 of the *Code of Virginia*, require local school boards to "...award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education."

Standard 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation) addresses graduation requirements. The regulation says, in part: "The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.... The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education, remain in effect until such time as the local school board submits a request to amend or discontinue them...."

The Board's *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia*, adopted by the Board on October 26, 2006, gives school divisions guidance in prescribing additional credit requirements for the Standard and Advanced Studies diplomas. The guidance document says, in part:

**Standard Diploma:** Generally, the Board will approve requests from local school divisions to require up to two additional local credits to obtain the Standard Diploma, up to a maximum of 24 required credits. Generally, the Board will approve local requests for additional graduation credit requirements in the core discipline areas of the Standards of Learning (English, mathematics, science or history/social science).... Requests for additional local credits in disciplines outside the core discipline areas will be considered on a case-by-case basis.

**Advanced Studies Diploma:** Generally, the Board will approve requests from local school divisions for local additional credits required for the Advanced Studies Diploma above the 24 contained in the standards if the credits are in the discipline areas of English, mathematics, science, history/social studies, fine arts (including performing arts), career and technical education, or foreign language. The Board will consider credits outside these disciplines on a case-by-case basis.

**Transfer Students:** Any local school division receiving approval to increase its course credit requirements may not deny either the Standard or Advanced Studies Diploma to any transfer student who has otherwise met the requirements contained in the standards, if the transfer student can only meet the division's requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he or she otherwise would have graduated.

**Prospective Application / Advance Notice:** A local school division's additional credit requirements should apply only to students who have not yet entered ninth grade at the time the additional credits are approved.

**Allocation of Electives:** Generally the Board will approve requests from local school divisions to allocate elective credits for local prescribed course requirements, while reducing the number of electives by an equal amount so that the total number of graduation credit requirements remains unchanged....

### **Summary of Major Elements:**

Westmoreland County Public Schools is requesting approval to require students to complete six additional courses to earn a Standard or an Advanced Studies Diploma. Students would be required to complete one course in personal finance, two courses in career and technical education, and three additional electives. This would increase the number of prescribed credits by three and the number of electives from six to nine for the Standard Diploma, and from two to five for the Advanced Studies Diploma.

Westmoreland County is requesting the increased graduation requirements to become effective for students entering the ninth grade for the first time in the 2007-2008 school year. A semester block schedule will be implemented in the fall of 2008-2009, providing new opportunities for students to earn standard credits.

The Board of Education's guidelines limit the Standard Diploma to 24 standard credits. Approval of this request would increase the Standard Diploma requirements for Westmoreland County Public Schools to 28 credits. The Board's guidelines also require advanced notice to ninth graders who will be affected by the change.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board accept for first review the request from Westmoreland County Public Schools to increase graduation requirements.

**Impact on Resources:** There is no impact on resources at the Department of Education.

**Timetable for Further Review/Action:** The Board of Education will receive the Westmoreland County Public School's request for final review in July 2007.

<b>Standard Diploma</b>			
	<b>Verified Credit Requirements</b>	<b>Standard Credit Current Requirements</b>	<b>Standard Credit Proposed Requirements</b>
English	2	4	4
Mathematics	1	3	3
Laboratory Science	1	3	3
History and Social Sciences	1	3	3
Health and Physical Education		2	2
Fine Arts or Career and Technical Education		1	1
<b>Personal Finance</b>			<b>1</b>
<b>Career and Technical Education</b>			<b>2</b>
<b>Electives</b>		<b>6</b>	<b>9</b>
Student Selected	1		
<b>Total</b>	<b>6</b>	<b>22</b>	<b>28</b>

<b>Advanced Studies Diploma</b>			
	<b>Verified Credit Requirements</b>	<b>Standard Credit Current Requirements</b>	<b>Standard Credit Proposed Requirements</b>
English	2	4	4
Mathematics	2	4	4
Laboratory Science	2	4	4
History and Social Sciences	2	4	4
Foreign Language		3	3
Health and Physical Education		2	2
Fine Arts or CTE		1	1
<b>Personal Finance</b>			<b>1</b>
<b>Career and Technical Education</b>			<b>2</b>
<b>Electives</b>		<b>2</b>	<b>5</b>
Student Selected	1		
<b>Total</b>	<b>9</b>	<b>24</b>	<b>30</b>

# Board of Education Agenda Item

Item: \_\_\_\_\_ D. \_\_\_\_\_

Date: \_\_\_\_\_ June 28, 2007 \_\_\_\_\_

**Topic:** Final Review: Guidelines for Schools for Students with Disabilities Fund

**Presenter:** Mr. H. Douglas Cox, Assistant Superintendent for Special Education & Student Services

**Telephone Number:** (804) 225-3252

**E-Mail Address:** doug.cox@doe.virginia.gov

**Origin:**

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting \_\_\_\_\_ Action requested at future meeting:

**Previous Review/Action:**

\_\_\_\_\_ No previous board review/action

X Previous review/action

date May 30, 2007

action First Review

## Background Information:

The 2006 Appropriation Act established a provision, known as the *Schools for Students with Disabilities Fund*, whereby individuals or businesses may receive tax credits for contributions made to private schools for students with disabilities when the donations are for the purpose of providing tuition assistance for students to attend the school. The Appropriation Act language specified that the Board of Education is to issue guidelines for the administration of this program which is effective July 1, 2007.

## Summary of Major Elements

The guidelines contain the following elements:

- Grant Administration: Provisions for receiving donations and disbursing the monies to private schools
- Tax Credit Administration: Provisions for awarding tax credits to donors
- Oversight and Recovery of Funds: Provisions for monitoring private schools' use of donated funds and for recovery of funds under applicable conditions

## Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the Guidelines for the *Schools for Students with Disabilities Fund*.

**Impact on Resources:**

Considerable resources will be required to administer the program and to conduct the associated oversight activities. The 2006 Appropriation Act provides two full-time positions, effective July 1, 2007, to administer this program.

**Timetable for Further Review/Action:**

NA



**Guidelines:**  
**Schools for Students with Disabilities**  
**Fund**

## **PREAMBLE**

The 2006 Virginia General Assembly, through the Appropriation Act (Item 5.06, Chapter 3, 2006 Special Session I), established the *Schools for Students with Disabilities Fund*. The purpose of this program is to establish a mechanism whereby individuals and businesses may donate monies to help offset the cost of tuition for students with disabilities to attend state approved private schools for students with disabilities and to receive a tax credit for such donations.

The Act specifies that the Virginia Department of Education will administer the fund and that the Board of Education will establish guidelines for the program. The following guidelines address eligibility requirements for private schools to participate in the program; monetary awards to participating private schools under the program; and tax credit administration.

## **Eligible Schools**

All schools licensed by the Board of Education as private day schools for children with disabilities or through the interagency licensure process as private residential schools for students with disabilities will be eligible to receive awards through this program, subject to the submission to the Virginia Department of Education (VDOE) of applicable assurances regarding the use of the award monies and the maintenance of documentation (see Appendix I). Schools not licensed as described herein will not be eligible to participate in the program.

## **Grant Administration**

Individuals or businesses wishing to donate to the *Schools for Students with Disabilities Fund* will submit a completed application to the VDOE using a process and forms established by the Department.

An account will be established within the Department of Education to receive donations to the Fund and disburse awards to eligible private schools. The account will be administered according to state accounting practices and the Appropriation Act provisions governing this program.

All monies in the fund will be distributed equitably to participating private schools for students with disabilities through a method developed by the VDOE. Awarded funds will be disbursed to eligible private schools one time per year on a date to be determined by the Department.

All monies received by private schools under this program must be used for tuition assistance/scholarships for eligible students with disabilities to attend the school. The private schools must maintain documentation that the grant was used accordingly.

The VDOE will develop procedures to oversee and monitor the appropriate use of awards by the private schools as follows:

- Each school that received an award during the fiscal year will submit to the VDOE a report at the end of the fiscal year detailing the number of students who received assistance under the fund, the amount received by each student, and, if applicable, the balance.
- During the conduct of routine or unannounced on-site visits to private schools, VDOE staff will review financial records associated with the fund.

The VDOE will reserve the right to recover funds not expended in accordance with the provisions of the program.

## **Tax Credit Administration**

In any given state fiscal year, the total tax credits issued by the VDOE shall not exceed \$3 million based on \$7.5 million in donations per fiscal year.

Only monetary donations will be accepted for the purpose of awarding tax credits.

For every qualified donation received, the donating individual/entity will receive a tax credit, issued by the VDOE, equal to 40 cents for every dollar donated with the following restrictions:

- For businesses, the minimum required donation is \$1,000 for the minimum \$400 tax credit; the maximum annual donation is \$437,500 for the maximum tax credit of \$175,000.
- For individuals, the minimum required donation amount is \$500, resulting in a minimum \$200 tax credit.

When tax credit certificates are issued, VDOE will notify appropriate units in the Virginia Department of Social Services and the Virginia Department of Taxation. The credit will be applied to the calendar year in which the donation is made.

Tax credits will be awarded to donors on a first-come, first-served basis, based on the order of receipt of donations.

The VDOE will maintain a cumulative total of tax credits issued each fiscal year. When the \$3 million annual tax credit cap has been reached, no further applications for monetary donations will be accepted until the next fiscal year.

## Private School Assurances

Any private school licensed by the Virginia Department of Education (VDOE) as a private day school for children with disabilities or licensed through the interagency licensure process as a private residential school for students with disabilities that wishes to establish eligibility to receive monetary awards under the *Schools for Students with Disabilities Fund* (fund) must provide assurances as follows:

- All monies received under the fund must be maintained in a separate account to be used only for the purpose of reducing tuition costs for eligible students with disabilities to enroll.
- The school will maintain an audit trail, subject to review by VDOE personnel that demonstrates that all monies received through the fund were used only for student tuition assistance. The audit trail must include the names of each student recipient and the respective amount of assistance awarded.
- The school must document an equitable methodology for awarding tuition assistance to students.

§ 3-5.06 NEIGHBORHOOD ASSISTANCE PROGRAM AND SCHOOLS FOR CHILDREN WITH DISABILITIES FUND TAX CREDIT

A. Notwithstanding any other provisions of law and effective July 1, 2007, (1) the annual fiscal year cap for tax credits allowed under the Neighborhood Assistance Act shall be increased from \$8 million to \$12 million, (2) \$1 million of the increase shall be allocated for education programs and \$3 million for providing grants to private schools for students with disabilities, (3) the tax credit percentage for donations made by corporations and individuals is reduced from 45 percent to 40 percent, and (4) the restriction placed upon individuals from claiming a tax credit for the donation if a charitable contribution deduction credit is also taken is removed.

The Department of Education shall administer the Schools for Students with Disabilities Fund from which grants will be made to private schools for students with disabilities for the purpose of reducing the tuition costs to attend such Schools. The Fund would be funded from monetary donations for which the Department would allocate the annual \$3 million in tax credits. The Board of Education shall establish guidelines for the grants program, including guidelines for procedures to allocate the \$3 million in tax credits in fiscal years in which more than \$3 million in monetary donations were made to the Fund.

In addition, the \$50,000 taxable year limitation on individual tax credits under the Neighborhood Assistance Act pursuant to § 63.2-2006 of the Code of Virginia shall not apply in any taxable year beginning in the relevant fiscal year of the Commonwealth if, after an equitable allocation of tax credits under the Act of such relevant fiscal year, the total amount of tax credits granted for all programs approved under the Act (including tax credits for monetary donations to the Schools for Students with Disabilities fund ) for such fiscal year was less than \$12 million.

B. Notwithstanding the provisions of paragraph A, any business firm that has pledged in writing on or before January 1, 2006, to a neighborhood organization to make a donation to such organization shall be eligible to receive a tax credit equal to 45% of the value of any qualifying donation that is covered under such writing, provided that the donation is made on or before January 1, 2013 and does not exceed the annual caps established in paragraph A. Nothing in this paragraph shall be interpreted or construed as affecting any other provision of the Neighborhood Assistance Act (§ 63.2-2000 et seq. of the Code of Virginia). For purposes of this paragraph, the terms "business firm" and "neighborhood organization" shall mean the same as those terms are defined in § 63.2-2000 of the Code of Virginia.

C. For purposes of this section, the term "individual" means the same as that term is defined in § 58.1-302, but excluding any individual included in the definition of a "business firm" as such term is defined in § 63.2-2000. [sic]

# Board of Education Agenda Item

Item: \_\_\_\_\_ E. \_\_\_\_\_

Date: June 28, 2007

**Topic:** Final Review of Proposed Standards of Learning for Algebra, Functions, and Data Analysis

**Presenter:** Mr. James C. Firebaugh, Director, Office of Middle and High School Instruction

**Telephone Number:** (804) 225-2651

**E-Mail Address:** [Jim.Firebaugh@doe.virginia.gov](mailto:Jim.Firebaugh@doe.virginia.gov)

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

X Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

X Previous review/action

Date February 28, 2007

Action Approved for first review and public comment

## Background Information:

In October 2006, the Board approved a plan to develop a set of *Standards of Learning* (SOL) for a new optional, high school mathematics course. In February 2007, the Board approved the draft SOL for public comment and public hearings. Three public hearings were held: one on April 27, 2007, in Richmond; and two on April 30, 2007, in Fairfax County and Wythe County. No comments were received at the public hearings in Richmond or Wythe County. Comments were received at the public hearing in Fairfax County. Written comments were also received during the comment period. All comments submitted during the public comment period were reviewed and analyzed. Several recommendations have been incorporated into the proposed document presented to the Board for final review. The revisions were made to enhance clarity, specificity, rigor, and alignment of skills and content, and to reflect the most current best practices.

## Summary of Major Elements:

The proposed revised *Algebra, Functions, and Data Analysis Standards of Learning* (Attachment A) is attached. Final revisions were made based on the public comments received by e-mail, at public hearings, and written communication. Specific comments are summarized in Attachment B. Comments were received at only one public hearing.

Summary of the written and oral comments received:

- Request to include piece-wise functions, logarithmic function, and power functions in the list of functions to be studied
- Request that specific applications and technology use be included in the SOL
- Request to include Law of Large Numbers in probability
- Request to increase emphasis on communication of outcomes and/or analyses in Data Analysis
- Request to change “extrapolate” to “interpolate” in AFDA.3
- Request to further clarify methods of finding the equation of the best fit line

Revisions made as a result of comments received:

- Include the requested logarithmic function
- Include the requested Law of Large Numbers
- Replace “extrapolate” with “interpolate” in AFDA.3

The other comments are more appropriately addressed in a Curriculum Framework for the proposed *Algebra, Functions, and Data Analysis Standards of Learning*.

Several persons commenting also had questions involving the implementation of *Algebra, Functions, and Data Analysis* in course sequences leading to Standard or Advanced Studies Diplomas.

- How will the proposed course support course sequences leading to a Standard Diploma?
- How will the proposed course support course sequences leading to an Advanced Studies Diploma?
- If the course is above the level of Algebra I, will it be below the level of Algebra II?
- Will there be an end-of-course assessment for the proposed course?

The Board of Education approves the courses to satisfy graduation requirements for the Standard, Advanced Studies, and Modified Standard Diplomas in Virginia public schools. The list was last revised in June 2002. Currently Algebra I, Parts I and II, may be used to satisfy two units of mathematics credit. Geometry, Parts I and II, may also be used to satisfy two units of mathematics credit. For the Advanced Studies Diploma, only one unit of credit for a Part I course may be used to satisfy the four required mathematics credits for graduation. A second unit may be granted as an elective credit.

As proposed, the *Algebra, Functions, and Data Analysis* course includes content above the level of algebra and geometry but less comprehensive than Algebra II. The course would be added to the Board’s list of approved courses for mathematics graduation credit.

As the Board continues the process to review the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, it may want to consider removing the option that Algebra I, Part I, may count as a mathematics credit for graduation for either the Standard or Advanced Studies Diploma. In other words, completion of Algebra I, Parts I and II, could be used for one mathematics credit and one elective credit. In such a case, the newly proposed course, *Algebra, Functions, and Data Analysis*, if approved as an addition to the list of approved courses, could serve as an additional option for completion of the mathematics requirements for a Virginia diploma.



At this time, there are no plans to develop an end-of-course assessment for *Algebra, Functions, and Data Analysis*. Students would still need to earn the required verified credits in Algebra I, Geometry, or Algebra II.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed *Algebra, Functions, and Data Analysis Standards of Learning*, and authorize the Department of Education to include the course on the Board's list of approved courses above the level of algebra and geometry to satisfy a standard credit towards the mathematics graduation requirements for the Standard, Advanced Studies, and Modified Standard Diplomas.

**Impact on Resources:** The resources needed to develop the curriculum framework for this course may be absorbed by the Department's existing resources at this time. School divisions implementing the proposed course would need to provide textbooks and other instructional materials for students.

**Timetable for Further Review/Action:** The *Standards of Learning* Development Work Plan calls for the adoption of the *Standards of Learning* in late spring 2007 to be followed by the development of a curriculum framework in 2007.

**Proposed *Standards of Learning* for  
Algebra, Functions, and Data Analysis  
June 28, 2007**

The following standards outline the content for a one-year course in Algebra, Functions, and Data Analysis. This course is designed for students who have successfully completed the standards for Algebra I. Within the context of mathematical modeling and data analysis, students will study functions and their behaviors, systems of inequalities, probability, experimental design and implementation, and analysis of data. Data will be generated by practical applications arising from science, business, and finance. Students will solve problems that require the formulation of linear, quadratic, ~~or~~ exponential, or logarithmic equations or a system of equations.

Through the investigation of mathematical models and interpretation/analysis of data from real life situations, students will strengthen conceptual understandings in mathematics and further develop connections between algebra and statistics. Students should use the language and symbols of mathematics in representations and communication throughout the course.

These standards include a transformational approach to graphing functions and writing equations when given the graph of the equation. Transformational graphing builds a strong connection between algebraic and graphic representations of functions.

The infusion of technology (graphing calculator and/or computer software) in this course will assist in modeling and investigating functions and data analysis.

**Algebra, Functions, and Data Analysis**

**Algebra and Functions**

- AFDA.1 The student will investigate and analyze function (linear, quadratic, ~~and~~ exponential, and logarithmic) families and their characteristics. Key concepts include:
- a) continuity
  - b) local and absolute maxima and minima
  - c) domain and range
  - d) zeros
  - e) intercepts
  - f) intervals in which the function is increasing/decreasing
  - g) end behaviors
  - h) asymptotes
- AFDA.2 The student will use knowledge of transformations to write an equation given the graph of a function (linear, quadratic, ~~and~~ exponential, and logarithmic).
- AFDA.3 The student will collect data and generate an equation for the curve (linear, quadratic, ~~and~~ exponential, and logarithmic) of best fit to model real-world problems or applications. Students will use the best fit equation to ~~extrapolate~~ interpolate function values, make decisions, and justify conclusions with algebraic and/or graphical models.

- AFDA.4 The student will transfer between and analyze multiple representations of functions including algebraic formulae, graphs, tables, and words. Students will select and use appropriate representations for analysis, interpretation, and prediction.
- AFDA.5 The student will determine optimal values in problem situations by identifying constraints and using linear programming techniques.

**Data Analysis**

- AFDA.6 The student will calculate probabilities. Key concepts include:
- a) conditional probability
  - b) dependent and independent events
  - c) addition and multiplication rules
  - d) counting techniques (permutations and combinations)
  - e) Law of Large Numbers
- AFDA.7 The student will analyze the normal distribution. Key concepts include:
- a) characteristics of normally distributed data
  - b) percentiles
  - c) normalizing data using z-scores
  - d) area under the standard normal curve and probability
- AFDA.8 The student will design and conduct an experiment/survey. Key concepts include:
- a) sample size
  - b) sampling technique
  - c) controlling sources of bias and experimental error
  - d) data collection
  - e) data analysis and reporting

***Algebra, Functions, and Data Analysis Standards of Learning:***  
**Summary of Comments Received at Public Hearings and Written Comments Received**  
**June 28, 2007**

<b>Number</b>	<b>Name</b>	<b>Role</b>	<b>Comments</b>
Richmond City Public Hearing 4/27/2007	No public comment was received.		
Fairfax County Public Hearing 4/30/2007	Marla Schnall	Parent	--Idea of a class after Algebra I and Geometry is a wonderful idea (for when Algebra II is too difficult); however, the way the course is laid out it won't really address the issue of the content being too challenging for those students. --The content seems very similar to Algebra II and if there is no test, then I worry that schools will create their own curriculum and the course will not be rigorous, if that is the intent. --Is there material to back up the content of course and, if not, it will be a "dumbed down" Algebra II if there is no SOL test. --Include opportunities to use technology to make it more real, analyzing data. --There could be issues with access to technology for some students.
	Craig Herring	High School Mathematics Specialist, Fairfax County Public Schools	--Reviewed the SOL for the new course with 27 mathematics department chairs in Fairfax County Questions: --Will the course be a terminating class? --Are students expected to go on to Algebra II after this course? There seems to be some overlap of content. --Will there be an end-of-course SOL test? --The SOL lack applications and infusion of technology. --Will the name of the course change? --The curriculum looks a lot like Algebra II and Probability and Statistics without a lot of continuity. --How will this course fit into an Advanced Studies Diploma?
	Sheila Sobeski	Student, parent	--Was poll taken on test scores as well in wanting to implement this course? --Do you have a system in place that you could measure its (the course's) success?

***Algebra, Functions, and Data Analysis Standards of Learning:***  
**Summary of Comments Received at Public Hearings and Written Comments Received**  
**June 28, 2007**

	Ashley Tremper	Educator, Alexandria	<p>Pros:</p> <p>--The course is a good opportunity for conceptual, hands-on learning.</p> <p>--It is an excellent course to link high school to college and to the real-world.</p> <p>Cons:</p> <p>--The course could become a dumping ground for students not eligible for Algebra II.</p> <p>--Who is qualified to teach class?</p> <p>--Will students choose the course as an elective, or is it by teacher recommendation?</p> <p>--Will there be pilot classes to show success and who will determine this?</p>
Wythe County Public Hearing 4/30/2007	No comment was received.		
Written Comments Received Via E-mail	<p><b>Written comments received from:</b></p> <ul style="list-style-type: none"> <li>• Jim Batterson, Office of the Secretary of Education, Commonwealth of Virginia</li> <li>• J. Patrick Lintner, Mathematics Supervisor, Harrisonburg City Public Schools</li> <li>• Christine Belcher, Mathematics Coach, Hanover County Public Schools</li> <li>• Andrea Hundley, Teacher, Campbell County Public Schools</li> <li>• Ben Bazak, Mathematics Instructional Chairperson, Roanoke City Public Schools</li> </ul> <p><b>Summary of written comments:</b></p> <ul style="list-style-type: none"> <li>• Request to include piece-wise functions, logarithmic function, and power functions in the list of functions to be studied.</li> <li>• Request to include Law of Large Numbers in probability.</li> <li>• Request to increase emphasis on communication of outcomes and/or analyses in data analysis.</li> <li>• Request to change “extrapolate” to “interpolate” in AFDA.3.</li> <li>• Request to further clarify methods of finding the equation of the best fit line.</li> <li>• Good opportunity to introduce the algebra behind finance and investing.</li> <li>• Good opportunity for conceptual, hands-on learning.</li> <li>• Excellent course to link high school to college to real world.</li> <li>• Request that specific applications and technology use be included in the SOL.</li> </ul>		

# Board of Education Agenda Item

Item: \_\_\_\_\_ F. \_\_\_\_\_

Date: \_\_\_\_\_ June 28, 2007 \_\_\_\_\_

Topic: First Review of the Board of Education's Comprehensive Plan: 2007-2012

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

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E-Mail Address: [Anne.Wescott@doe.virginia.gov](mailto:Anne.Wescott@doe.virginia.gov)

## Origin:

\_\_\_\_ Topic presented for information only (no board action required)

\_\_\_\_ Board review required by

X State or federal law or regulation

\_\_\_\_ Board of Education regulation

\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_ Action requested at this meeting X Action requested at future meeting: September 2007

## Previous Review/Action:

\_\_\_\_ No previous board review/action

X Previous review/action: Board of Education Planning Session

Date: May 30-31, 2007

Action: Discussion of proposed contents for the updated comprehensive plan

**Background Information:** The *Code of Virginia* requires the following:

### § [22.1-253.13:6](#). Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. . . .

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. . . . The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary...

At its annual planning session on May 30-31, the Board of Education began the process of updating its current comprehensive plan, which was adopted in September 2005. As specified in the *Code*, the plan must be updated at least every two years.

At the May 2007 annual planning session, the Board discussed in-depth revisions that will be necessary to update its vision and mission statements, objectives, and strategies. The following actions were accomplished:

1. The Board reviewed its roles and responsibilities in the planning process and discussed the meaning and implications of its current vision and mission statements (set forth in 2005 in its comprehensive plan). The Board discussed options for revising and updating the wording of its statements to reflect current priorities and future needs of public schools and students. The Board proposed revised wording, shown in Attachment A, for further discussion at the June meeting.
2. The Board analyzed each of its current objectives (from the 2005 comprehensive plan) using various criteria, including alignment with the vision/mission statements, policy gaps or omissions, and the validity and applicability of assessments/measures of outcomes. At the conclusion of its discussion, the Board asked department staff and the consultant to prepare a draft revision of each objective and its relevant strategies and appropriate measures. The revisions reflect the decisions and priorities of the Board as agreed to at the May planning session. The revised wording would then be reviewed at the June meeting.
3. Based upon the discussion and decisions of the Board at the May meeting, the proposed revisions of the wording of the objectives are shown in Attachment B; the proposed measures for the objectives are shown in Attachment C; and the revised background statements and strategies for each objective are shown in Attachment D.

**Summary of Major Elements:** For the June meeting, the Board has stated its intent to revise the wording of the vision and mission statements, objectives, strategies. Measures for each objective will be reviewed. The Board will also review the objectives more broadly for their completeness and/or duplication.

An initial, rough draft of the comprehensive plan is shown in Attachment E. This draft contains information that addresses the various components of the plan that are required by the *Code*: an assessment of the extent to which objectives are being achieved, a forecast of enrollment changes, and an assessment of the needs of public education in the Commonwealth.

After the vision and mission statements, objectives, strategies, and measures are revised to the Board's satisfaction, these components will be inserted in appropriate places in the draft prior to the plan's dissemination for public comment.

The following documents will provide the basis for the Board's discussion at the June meeting:

- Attachment A: Proposed vision and mission statements (page 4).
- Attachment B: Proposed objectives for 2007-2012 (page 5).
- Attachment C: Proposed measures for objectives (page 8).
- 
- Attachment D: Proposed amendments: background statements and strategies (page 13).
- Attachment E: Proposed draft of the Comprehensive Plan: 2007-2012 (page 29).

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education approve the following actions:

1. Accept the draft Comprehensive Plan: 2007-2012 for first review;
2. Authorize staff to incorporate into the text the revisions agreed to at the June 28 meeting;
3. Further authorize staff to make additional editorial adjustments as may be necessary; and
4. Disseminate the plan for a 45-day public comment period.

**Impact on Resources:** Any costs associated with the development and dissemination of the document will be provided by Department of Education funds according to state procurement policies and procedures.

**Timetable for Further Review/Action:** Based upon the conclusions, directives, and priorities of the Board of Education during the June meeting, a draft of the Board of Education's Comprehensive Plan: 2007-2012 will be put together by department staff in conjunction with the consultant.

The draft will then be disseminated broadly to local school division leaders and interested organizations and persons across the state. Public comment will be solicited for a 45-day period, after which the comments will be summarized for Board of Education consideration prior to the final adoption of the plan.

It is anticipated that the Board of Education will conduct the final review and adoption of its comprehensive plan at the September 26, 2007, meeting. The final review date may be adjusted, as deemed appropriate by the Board.

Department staff will begin the data analysis that will be necessary to link the contents of the Board of Education's Annual Report on the Condition and Needs of Public Schools to the measures contained in the comprehensive plan. The data analysis in the annual report (due in November) will be used to assess progress in meeting objectives stated in the comprehensive plan.



**Attachment A:  
VISION AND MISSION STATEMENTS:  
DRAFT FOR DISCUSSION  
JUNE 28, 2007**

**Vision Statement**

**Current Vision Statement: 2005 – 2010:**

The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with local school boards and other partners, is to create an excellent statewide system of public education that equips all students with the knowledge and skills to excel in postsecondary education and careers and to become capable, responsible, and self-reliant citizens.

**Proposed Revision:**

*The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.*

**Mission Statement**

**Current Mission Statement: 2005-2010:**

The mission of the Board of Education and the Superintendent of Public Instruction, in cooperation with local school divisions, is to provide leadership, assistance, and oversight for Virginia's public schools in order to improve the achievement of all students by advocating for proven strategies to address the individual and diverse learning needs of students, establishing high standards for learning, measuring student performance, providing accountability to the public, and increasing opportunities for lifelong learning.

**Proposed Revision:**

*The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policy and provide leadership that improves the achievement of all students by advocating for effective programs that address individual and diverse learning needs of students, establishes high standards and has high expectations for learning, measures student performance, provides accountability to the public, and promotes a culture of lifelong learning.*

**Attachment B:**  
**PROPOSED OBJECTIVES FOR 2007-2012:**  
**DRAFT FOR DISCUSSION**  
**JUNE 28, 2007**

**Key Themes from the Board Planning Session, May 30-31**  
**To be Reflected in Revised Objectives**

- Preparing students for a global economy
- 21<sup>st</sup> century knowledge and skills
- Recognizing and rewarding excellence
- Foreign languages for all students and at early grades
- Increasing teacher diversity
- Leadership (principals)
- School safety
- Standards for Supplemental Education Services providers (under NCLB)
- Helping students make major transitions (also to post-secondary)
- Assisting low-performing schools
- Cultural diversity
- Appropriate Standards of Learning assessments for Limited English Proficient (LEP) students

**Proposed Revisions: Objectives for 2007-2012**

**OBJECTIVE 1:**

**CURRENT:** The Board of Education will improve the quality standards for all public schools in Virginia.

**PROPOSED:** The Board of Education will ~~improve~~ *continue to enhance* the quality standards for all public schools in Virginia.

**OBJECTIVE 2:**

**CURRENT:** The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

**PROPOSED:** The Board of Education will provide leadership to help schools and school divisions *eliminate* the achievement gap *between groups of students* and increase the academic success of all students.

### **OBJECTIVE 3:**

**CURRENT:** The Board of Education will work to ensure meaningful, ongoing professional development for professional educational personnel.

**PROPOSED:** ~~The Board of Education will work to ensure meaningful, ongoing professional development for professional educational personnel.~~ [Combine with Objective 7.]

### **OBJECTIVE 4:**

**CURRENT:** The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

**PROPOSED:** The Board of Education will support accountability for all schools, ~~with a focus~~ *focusing* on assisting chronically low-performing schools and school divisions *while recognizing all schools and school divisions that move towards excellence.*

### **OBJECTIVE 5:**

**CURRENT:** The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

**PROPOSED:** The Board of Education will work cooperatively with partners to help ensure that *all* young children are ready ~~for school~~ *to enter kindergarten with the skills they need for success.*

### **OBJECTIVE 6:**

**CURRENT:** The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

**PROPOSED:** The Board of Education will ~~assist teachers to improve the reading~~ *establish policies that support the attainment of literacy* skills of all students, kindergarten through grade 12.

## **OBJECTIVE 7:**

**CURRENT:** The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools.

**PROPOSED:** The Board of Education will ~~continue efforts to~~ *establish policies and standards that* enhance the ~~training~~ *preparation*, recruitment, and retention of *educational personnel*, ~~highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools~~ *including their meaningful, ongoing professional development.* [Combine with Objective 3.]

## **OBJECTIVE 8:**

**CURRENT:** The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

**PROPOSED:** The Board of Education will provide leadership ~~for~~ *in* implementing the provisions of state and federal laws and regulations ~~smoothly and with minimal disruption to local divisions.~~

## **OBJECTIVE 9:**

**(NEW OBJECTIVE)**

**PROPOSED:** *The Board of Education will provide leadership to help schools and school divisions create a safe and secure environment conducive to ensuring the teaching and learning process.*

## Attachment C:

### PROPOSED MEASURES FOR OBJECTIVES DRAFT FOR DISCUSSION JUNE 28, 2007

#### **Metrics of progress and success**

The Virginia Board of Education is committed to assessing its progress in leading Virginia to create an excellent statewide system of public education. Part of that commitment involves assessing the Board's progress towards meeting the objectives described in the Board's comprehensive plan and the system described in the Board's vision and mission statements. The metrics used to assess the Board's progress will provide information that describes how well the Board meets its objectives and the state of education in Virginia.

The Board's actions are intended to support all students' ability to achieve to their highest potential. The Board, however, is limited in the direct impact it can have on student achievement. As well, many of the actions taken by the Board will take years for any impact to be seen in achievement scores. Therefore, measures related to student outcomes will be considered over time and in conjunction with metrics that provide immediate information about the Board's progress in achieving its objectives.

**OBJECTIVE 1: The Board of Education will ~~improve~~ continue to enhance the quality standards for all public schools in Virginia.**

#### Metrics

The Board of Education regularly reviews and revises the Standards of Quality (SOQ), Standards of Accreditation (SOA), and Standards of Learning (SOL). Throughout this process, the Board collects data and information that supports its ability to thoughtfully and deliberately make revisions that are designed to enhance the quality of the standards to which Virginia's students are held.

To measure whether the Board's actions continue to enhance the quality standards, the Board will initiate a process in which evidence from several sources are considered to determine whether changes to the standards are thought to enhance their quality. That is, standards will be considered with respect to research-based evidence and subject-matter experts' recommendations for best practices. The goals of this process are to validate the standards and assess whether the recommended changes will enhance their quality.

The specific measures used to assess the Board's actions in a given year will depend on which standards are reviewed and the amount of evidence available for the validation process.

**OBJECTIVE 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.**

Metrics

- 1) Document specific actions taken by the Board that demonstrate leadership in the area of eliminating the achievement gaps between the majority of the population and students who:
  - are economically disadvantaged;
  - have disabilities;
  - are English language learners;
  - belong to racial or ethnic subgroups, such as black or Hispanics, which have historically achieved lower levels of academic performance than the majority of students.

Examples of such actions include providing direct support to low-performing schools with large populations of historically underperforming subgroups; recommending or supporting new initiatives that provide support the educational success of these groups; and hosting speakers and attending workshops, forums, and conferences that provide information about demonstrated methods to eliminate the achievement gap.

- 2) Calculate changes over time in the percent of students in each NCLB subgroup performing at the basic, proficient, and advanced level in mathematics, reading, writing, history and social sciences, and science.
- 3) Calculate changes over time in the percent of students earning diplomas and certificates of completion in each NCLB subgroup. Calculate changes over time for the high school graduation rate.
- 4) Identify the percent of schools and school divisions in which there is no statistically significant difference between the pass rates on statewide assessments at the proficient and advanced levels, and graduation rates of students who are black, Hispanic, economically disadvantaged, limited English proficient, and disabled, and the statewide pass rate of all students; and observe changes over time.

**Objective 4: The Board of Education will support accountability for all schools, with a focus focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions that move towards excellence.**

Metrics

- 1) Document major Board of Education activities that assist chronically low-performing schools become institutions that meet or exceed minimum accountability requirements;
- 2) Calculate the changes over time in the number and percent of schools that meet school accountability requirements;
- 3) Calculate changes over time in the number and percent of chronically low-performing schools and school divisions in the Commonwealth.

- 4) Document Board of Education actions taken to recognize schools moving towards excellence.
- 5) Calculate changes over time in the number and percentage of schools that meet excellence standards. This measure requires the Board to establish standards of excellence.

**OBJECTIVE 5: The Board of Education will work cooperatively with partners to help ensure that all young children are ready for school to enter kindergarten with the skills they need for success.**

Metrics

- 1) Document major Board of Education activities that support schools' ability to facilitate pre-kindergarten children's success.
- 2) Calculate changes over time in the percent of students in kindergarten who are considered ready for kindergarten upon entry, based on screening or proficiency assessments provided in kindergarten.<sup>1</sup>
- 3) Calculate changes over time in the percentage of at-risk children served by the Virginia Preschool Initiative or other preschool programs with known quality standards.

**Objective 6: The Board of Education will ~~assist teachers to improve the reading~~ establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.**

Metrics

- 1) Document new Board of Education policies that support literacy in all students.
- 2) Calculate changes over time in student performance on the reading and writing assessments in grades 3 through 8 and the end-of-course English reading and writing assessments.
- 3) Calculate changes over time for the high school graduation rate.
- 4) Assess students' preparation for postsecondary education and the workplace when measures become available.

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<sup>1</sup> In 2007, the only measure used statewide screens students for their pre-literacy skills. If other measures become available, they should be included in this calculation.

**Objective 7: The Board of Education will ~~continue efforts to~~ establish policies and standards that enhance the training preparation, recruitment, and retention of educational personnel, highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools including their meaningful, ongoing professional development. [Combine with Objective 3.]**

Metrics

- 1) To measure whether the Board’s actions enhance the *preparation*, recruitment, retention *and meaningful, ongoing professional development for educational personnel*, the Board will initiate a process in which evidence from several sources are considered to determine whether changes to the standards are thought to enhance their quality. That is, standards will be considered with respect to research-based evidence and subject-matter experts’ recommendations for best practices. The goals of this process are to validate the Board’s policies and standards and assess whether the recommended changes will enhance their quality.
- 2) Calculate changes over time in the percent of teachers who are highly qualified, as defined by Virginia’s NCLB accountability workbook.
- 3) Document that school divisions are meeting the SOQ professional development requirements.

**OBJECTIVE 8: The Board of Education will provide leadership ~~for~~ in implementing the provisions of state and federal laws and regulations ~~smoothly and with minimal disruption to local divisions~~.**

Metric

- 1) Document Board of Education policies and practices that demonstrate leadership in and compliance with implementing provisions of state and federal laws and regulations.



**OBJECTIVE 9: *The Board of Education will provide leadership to help schools and school divisions create a safe and secure environment conducive to ensuring the teaching and learning process.*** [New objective.]

Metrics

- 1) Document the Board's actions that demonstrate leadership in creating safe and secure environments.
- 2) Calculate changes over time in quantitative measures of school safety and security. Measures will be developed using Virginia's new Web-based data collection system and evidence available from other sources.

## Attachment D

### PROPOSED AMENDMENTS BACKGROUND STATEMENTS AND STRATEGIES DRAFT FOR DISCUSSION JUNE 28, 2007

**OBJECTIVE 1:** The Board of Education will ~~improve~~ continue to enhance the quality standards for all public schools in Virginia.

**BACKGROUND:** The Board of Education's constitutional responsibility is "to determine and prescribe" the Standards of Quality (SOQ) for Virginia's school divisions. Revising and updating the SOQ to ensure that the standards are adequate and appropriate for today's schools and students is ongoing.

The SOQ was updated in 2006, effective July 1, 2007; the Standards of Accreditation (SOA) were last revised in 2006. Standards of Learning (SOL) are revised by content area according to an existing schedule. In the planning period ahead, the Board will undertake review of a significant part of its education regulations.

In previous plans, activities related to the Standards of Learning have been included under objective 2, not objective 1. Since this objective addresses all standards, *review and adoption* of the Standards of Learning can reasonably be included under this objective.

Currently, there are no measurements in place that enable the Board to determine whether the "quality standards" are in place that will lead students to excel. As the Board reviews and revises standards, it may wish to identify measures that will provide some benchmarks for evaluating them.

### STRATEGIES

Action	05	06	07	08	09	10	11	12
1. Review and revise the Standards of Quality.	X	X	X	X		X		X
2. Review and revise the Standards of Accreditation.	X	X	X	X	X			
3. <u>Review and revise the Standards of Learning in</u> [Move from Objective 2]								
<u>Computer Technology</u>	X							X
<u>Fine Arts</u>		X						
<u>Foreign Languages</u>			X					
<u>Health, Physical Education, &amp; Driver Education</u>				X				
<u>History and Social Sciences</u>				X				
<u>Mathematics</u>					X			
<u>English</u>						X		
<u>Science</u>						X		

4. <u>Review the English Proficiency standards and revise as necessary.</u> [Move from Objective 2]		X						
OTHER								

**Objective 2: The Board of Education will provide leadership to help schools and school divisions eliminate the achievement gap between groups of students and increase the academic success of all students.**

**BACKGROUND:** The Board of Education's priority for providing challenging academic standards is that they be student-centered, results-oriented, and supportive of local flexibility. This priority also provides the foundation of what the Board wants to achieve: a successful and accountable system of public education for all of Virginia's citizens.

As noted in the previous analysis of objective 1, activities related to review and adoption of the Standards of Learning may be more appropriate under that objective; some activities related to implementation of the Standards of Learning may be appropriate under this objective.

This objective specifically addresses the "achievement gap," the disparity in academic performance between groups of students. The Board has the opportunity to provide leadership to help schools and school divisions close the achievement gap through greater use of disaggregated data, including test results and graduation rates by subgroups. The Board can emphasize the importance of using data throughout the public school system to manage school performance.

The term "achievement gap" addresses a measurable disparity in the academic performance of various groups of students that the Board is committed to addressing. At the same time, the Board wants to ensure that the top performing students continue to increase their academic achievement. Staff recommended replacing "academic success" with "academic achievement" since achievement can be more easily quantified and measured for all students.

## STRATEGIES

Action	05	06	07	08	09	10	11	12
1. <del>Review and revise the Standards of Learning:[Move to Objective 1]</del>								
<del>—Computer Technology</del>	X							
<del>—Fine Arts</del>		X						
<del>—Foreign Language</del>			X					
<del>—Health, Physical Education, and Driver Education</del>				X				
<del>—History and Social Sciences</del>				X				
<del>—Mathematics</del>					X			
<del>—English</del>						X		
<del>—Science</del>						X		

Action	05	06	07	08	09	10	11	12
2. <u>Support the establishment of data manager/ test coordinator positions to serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.</u>			X	X	X	X	X	X
3. Support professional development and technical assistance for instructional staff, especially in low-performing schools.	X	X	X	X	X	X	X	X
4. <del>Review the English Proficiency standards and revise as necessary.</del> [Move to Objective 1]		X						
5. Support a focus on civics, <u>international education, technological literacy</u> , and financial literacy to ensure the preparation of all students to be productive citizens.	X	X	X	X	X	X	X	X
6. <u>Adopt policies that promote student preparation for college and work readiness in the 21<sup>st</sup> century.</u>			X	X	X	X	X	X
7. Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.	X	X	X	X	X	X	X	X
8. Support programs and initiatives to expand opportunities that students have to earn a high school diploma.	X	X	X	X	X	X	X	X
9. <u>Establish the requirements for a technical diploma and an advanced technical diploma.</u>			X	X	X			
10. <u>Support opportunities for students to have access to college-level courses in high school, including Advanced Placement courses, International Baccalaureate courses, and dual enrollment courses.</u>			X	X	X	X	X	X
11. <del>Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.</del> [Complete]	X	X						
12. <del>Establish policies regarding the revised Virginia Alternate Assessment Program.</del> [Complete]	X	X						
13. <u>Support strategies for closing the achievement gap between high- and low-performing groups of students.</u> [Move from Objective 4; change <u>Adopt</u> to <u>Support</u> ]	X	X	X	X	X	X	X	X
14. <u>Promote the identification of industry certification opportunities for CTE teachers and students who lack such credentials.</u> [Move from Objective 3; replace <u>all</u> with <u>CTE</u> and add <u>and students</u> ]	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
15. <u>Seek opportunities for assessing LEP students' English language proficiency and content knowledge in an equitable manner.</u>			X	X	X	X	X	X
16. <u>Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.</u> [Move from Objective 8]			X	X	X	X	X	X
17. <u>Review and revise the Regulations Governing Special Education Programs for Children with Disabilities.</u>			X	X	X			
18. <u>Review and revise the Regulations Governing Educational Services for Gifted Students.</u>			X	X	X			
19. <u>Establish policies that promote accountability for graduation and dropout rates for all student subgroups in schools and school divisions.</u>			X	X	X	X	X	X
20. <u>Provide incentives to schools and school divisions that succeed in closing the achievement gap and in improving student achievement.</u>			X	X	X	X	X	X
21. <b><u>[Encourage school divisions to find innovative ways to bring foreign language study for all students, starting at the earliest elementary school level possible.]</u></b>			X	X	X	X	X	X
22. OTHER								

**Objective 3:** ~~The Board of Education will work to ensure meaningful, ongoing professional development for professional educational personnel. [Combine with Objective 7.]~~

**BACKGROUND:** Effective professional development is seen as increasingly vital to school success and satisfaction for professional educational personnel. In crafting this objective, the Board was expressing its belief that administrators and instructional staff in public schools should have the opportunities to improve their skills.

The direct actions that the Board can take to provide for or influence professional development for public school personnel are limited. In addition, this objective somewhat duplicates objective 7 and the Board may wish to consider folding this objective into objective 7, which also deals with educator quality.

## STRATEGIES

Action	05	06	07	08	09	10	11	12
1. <del>Support professional development and technical assistance for professional educational personnel, working with professional education associations and teacher educators. [Move to Objective 7]</del>	X	X						
2. <del>Promote the identification of industry certifications opportunities for all teachers who lack such credentials. [Move to Objective 2]</del>	X	X						
3. <del>Support, in conjunction with local divisions, professional development strategies that the local schools will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals. [Move to Objective 7]</del>	X	X						

**Objective 4: The Board of Education will support accountability for all schools, with a focus focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions that move towards excellence.**

**BACKGROUND:** A priority of the Board of Education is to support highly effective school accountability and improvement at the local school and at the division level as well. This has been a key area of action by the Board for many years and will continue to be one. There is a great deal of data available to measure the performance of the state's public schools and its students. The Board has a number of ways to support school accountability, including taking the lead in developing solutions for schools and school divisions that are not meeting accountability requirements.

As currently written, the objective focuses on chronically low-performing schools and does not reflect the Board's recognition of high-performing schools. Staff recommends that the objective be rewritten to include recognition of high performing schools. The Board may wish to consider strategies that provide incentives and recognize high-performing schools.

Because this objective somewhat duplicates objective 2, the Board may want to consider clarifying the different foci of these objectives (i.e., objective 2 focuses on students, objective 4 focuses on schools and divisions) through the strategies chosen to implement each objective respectively.

## STRATEGIES

Action	05	06	07	08	09	10	11	12
1. Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.	X	X	X	X	X	X	X	X
2. Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.	X	X	X	X	X	X	X	X
3. Continue to review and approve instructional <del>methods and/or models</del> <u>interventions</u> for implementation in low-performing schools.	X	X	X	X	X	X	X	X
4. <del>Adopt strategies for closing the achievement gap between high- and low-performing groups of students.</del> [Move to Objective 2]	X	X						



Action	05	06	07	08	09	10	11	12
5. Support efforts to establish <u>and maintain</u> a state-level education information management system (EIMS) that will enable the department to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.	X	X	X	X	X	X	X	X
6. <del>Address measures to be taken in</del> <u>Establish and monitor the memorandum of understanding, or monitor the reconstitution of schools whose denied accreditation is denied.</u>	X	X	X	X	X	X	X	X
7. <u>Establish and monitor the memorandum of understanding of school divisions in division-level academic review.</u>			X	X	X	X	X	X
8. <u>Establish recognitions and incentives for schools and school divisions that demonstrate significant improvement in student achievement, closing the achievement gap, and addressing overall educational excellence.</u>			X	X	X	X	X	X
9. <u>Recognize Highly Distinguished Title I schools and school divisions.</u>			X	X	X	X	X	X
10. OTHER								

**Objective 5: The Board of Education will work cooperatively with partners to help ensure that all young children are ready for school to enter kindergarten with the skills they need for success.**

**BACKGROUND:** Research shows that from the time of birth to the first day of kindergarten, childhood development proceeds at a pace exceeding that of any subsequent stage of life. Efforts to understand this process have revealed the many remarkable accomplishments of the pre-school years, as well as the serious problems that confront some young children and their families. Striking disparities in what children know and can do are evident well before they enter kindergarten. This objective reflects the commitment of the Board to ensure that all children are adequately prepared for school when they enter it.

Leadership for and oversight of programs for pre-school-age children are predominately out of the purview and authority of the Board of Education. Nonetheless, the Board recognizes that getting pre-school age children ready to enter school is critically important to later success in school, as high quality intervention helps children to succeed. The strong link between a child's early learning environment and later school success is clear; therefore the Board of Education will seek new and effective ways to work cooperatively with other agencies and organizations concerned with the development of children of pre-school age.

Currently, JLARC is conducting a study, due out in January 2008, of the Virginia Pre-school Initiatives. This may be helpful to the Board in evaluating its actions under this objective.

## STRATEGIES

Action	05	06	07	08	09	10	11	12
1. <u>Implement the activities, terms, and conditions of the Board's NASBE grant to promote early childhood learning.</u>		X	X	X				
2. Continue to <del>cooperate</del> <u>collaborate</u> with other entities <del>involved in developing and implementing</del> <u>maintaining and enhancing Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics learning standards for preschool education, preparation programs for preschool teachers, and professional development opportunities for preschool teachers.</u>	X	X	X	X	X	X	X	X
3. Support the Virginia Preschool Initiative, the Title I Preschool Program, the Early Childhood Special Education Program, and the Even Start Family Literacy Program.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
4. Seek ways to cooperate with and encourage the Head Start programs.	X	X	X	X	X	X	X	X
5. <u>Support a coordinated approach to delivering preschool programs in the Commonwealth.</u>			X	X	X	X	X	X
6. <u>Amend teacher licensure regulations to include the preschool add-on endorsement, and to increase the emphasis on preschool competencies for the PreK-3 and PreK-6 teacher licenses.</u>			X					
7. <u>Promote increased participation in and expansion of high quality preschool programs.</u>		X	X	X	X	X	X	X
8. <u>Develop a rubric to assist schools and school divisions in developing or selecting a high quality preschool curriculum.</u>		X	X	X				
<u>[Collaborate with VCCS and SCHEV to promote consistent standards and a smooth transition to licensure for early childhood educators.]</u>				X	X	X	X	X
9. OTHER								

**Objective 6: The Board of Education will assist teachers to improve the reading establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.**

**BACKGROUND:** This objective reflects the Board’s understanding that certain basic skills (i.e., “literacy”) are critical for all children if they are to perform successfully in school. The Board has little ability to directly assist teachers to improve the reading or “literacy” skills of children in Virginia. However, the Board does have the ability to influence policy in areas that affect the teaching and learning of reading, for example, teacher preparation and teacher licensure.

Current activities under this objective are focused on elementary level and adult initiatives. The Board may want to consider additional or revised activities that relate to all of the educational levels for which it is responsible.

## STRATEGIES

Action	05	06	07	08	09	10	11	12
1. <del>Ensure the communications and literacy skills of teachers by implementing</del> <u>Implement the requirement for the reading assessment for initial licensure for teachers in the early grades elementary teachers, specified special education teachers, and reading specialists.</u>	X	X	X	X	X	X	X	X
2. Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.	X	X	X	X	X	X	X	X
3. Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading.	X	X	X	X	X	X	X	X
4. <u>Support programs to promote improved adolescent reading in all content areas.</u>			X	X	X	X	X	X
5. <u>Host an adolescent literacy policy summit for educators, business leaders, legislators, and other stakeholders to raise awareness about the need for improved literacy achievement.</u>			X					
6. <u>Continue to establish and enhance policies in the SOQ and SOA to promote literacy.</u>			X	X	X	X	X	X
7. <u>Support initiatives that provide additional information to parents and teachers to help them identify areas of reading strength among students and target assistance to students in areas of greatest weakness.</u>			X	X	X	X	X	X
8. OTHER								

**Objective 7: The Board of Education will ~~continue efforts to~~ establish policies and standards that enhance the training preparation, recruitment, and retention of educational personnel, ~~highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools~~ including their meaningful, ongoing professional development. [Combine with Objective 3.]**

**BACKGROUND:** In developing this objective, the Board of Education believed it could play an important role in coordinating and exploring effective strategies for ensuring quality and results, chiefly through efforts in principal training and professional development.

The direct influence that the Board can have on the recruitment, retention, and development of teachers is limited. In previous plans, activities that the Board has undertaken/approved under this objective have primarily focused on teachers and have not extended to school administrators, even though effective school leadership is an essential component of successful schools.

Opportunities are available to the Board for supporting professional development for educators, particularly at the leadership level within the schools. For example, the Board can develop partnerships with professional organizations that do provide ongoing training and development opportunities for their members, it can align its efforts with what is currently required of local school divisions, it can evaluate license renewal policy, and identify and disseminate national “best practices” for recruiting and retaining teachers. The Board may also want to consider partnering with teacher education schools to teach their students how to use data at the teacher and administrator levels.

Since this objective duplicates objective 3, the Board may want to consider combining the two objectives.

## STRATEGIES

Action	05	06	07	08	09	10	11	12
1. Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.	X	X	X	X	X	X	X	X
2. Promote increasing the pool of teachers entering the profession by supporting <del>through</del> <u>strategies such as</u> the career switcher program, <u>the Teaching Scholarship Loan Program</u> to teach in general and critical shortage areas.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
3. <del>[Ensure that <u>Supporting</u> incentives for National Board Certification <u>that</u> are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, and encouraging teachers from these schools to pursue National Board Certification. ; and introducing a service component in state school improvement efforts into state supports for National Board teachers.</del>	X	X	X	X	X	X	X	X
4. Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the commonwealth.	X	X	X	X	X	X	X	X
5. Support executive education opportunities, <del>such as the Turnaround Specialist Program</del> to assist established school administrators in providing skilled leadership in chronically low-performing schools. [Include other models]	X	X	X	X	X	X	X	X
6. Support the implementation of recommendations for the preparation of school leaders <del>outlined by the Commission to Review, Study and Reform Educational Leadership</del> <u>in conjunction with the Commonwealth Educational Roundtable.</u>	X	X	X	X	X	X	X	X
7. <del>Support full compliance with NCLB and IDEA requirements</del> <u>Establish requirements</u> for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers <u>under NCLB and IDEA.</u>	X	X	X	X	X	X	X	X
8. <del>Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant. [Completed]</del>	X	X						
9. <u>Adopt revisions to regulations governing preparation and licensure requirements for school personnel.</u> [Completed]	X	X	X					
10. <u>Support professional development and technical assistance for <b>[professional all]</b> educational personnel, working with professional education associations and teacher educators.</u> [Move from Objective 3]	X	X	X	X	X	X	X	X
11. <u>Support, in conjunction with local divisions, professional development strategies that the local schools will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.</u> [Move from Objective 3]	X	X	X	X	X	X	X	X
12. OTHER								

**Objective 8: The Board of Education will provide leadership for in implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.**

**BACKGROUND:** This is a critical function of the Board. Although the Board currently has no way to measure if regulations are put in place “smoothly and with minimal disruption to local divisions,” the Board can consider processes that it can set up to help it evaluate the impact of specific regulations on local school divisions. Any such evaluation, however, will need to balance the benefit (quality education) of regulations with the cost (disruption to local school divisions).

## STRATEGIES

Action	05	06	07	08	09	10	11	12
1. Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.	X	X	X	X	X	X	X	X
2. Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.	X	X	X	X	X	X	X	X
3. <del>Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.</del> [Completed]	X	X						
4. Support Virginia’s participation in NAEP program in reading and math for 4 <sup>th</sup> and 8 <sup>th</sup> grades.	X	X	X	X	X	X	X	X
5. <del>Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.</del> [Move to Objective 2]	X	X	X	X	X	X		
6. Support programs of technical assistance for schools identified as in the first and second year of school improvement.	X	X	X	X	X	X	X	X
7. Support procedures and disseminate via Web site notice to parents and the public of any pending corrective actions.	X	X	X	X	X	X	X	X
8. Support efforts to enlarge the pool of Supplemental Educational Services providers to provide remediation for low-performing students in Title I schools.	X	X	X	X	X	X	X	X

Action	05	06	07	08	09	10	11	12
9. Continue to assist school divisions in implementing charter schools and other public school choice options.	X	X	X	X	X	X	X	X
10. <del>Review and update</del> <u>Develop and submit</u> the state plan for the Carl D. Perkins Act.	X		X	X				
11. Receive reports on the Workforce Investment Act, as necessary.	X	X	X	X	X	X	X	X
12. <del>Include industry certification requirements in the teacher licensure regulations.</del>	X							
13. Revise Regulations Governing Special Education Programs for Children with Disabilities to comply with new federal IDEA requirements.	X	X	X	X				
14. Carry out provisions of the <del>2005</del> <u>2007</u> appropriation act regarding the consolidation of the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-disabled at Hampton.	X		X	X	X	X	X	X
15. <u>Review and revise annually Virginia's Consolidated State Application Accountability Workbook under NCLB.</u>	X	X	X	X	X	X	X	X
16. <u>Monitor the reauthorization of NCLB and take appropriate action as needed.</u>	X	X	X	X	X	X	X	X
17. OTHER								



**Objective 9: The Board of Education will provide leadership to help schools and school divisions create a safe and secure environment conducive to ensuring the teaching and learning process.** [New objective.]

**BACKGROUND:** Everyone wants safe schools in which students, teachers and support staff can concentrate on learning and not have to worry about crime and violence. The Virginia Board of Education supports programs and policies for school-wide and division-wide safety and prevention plans that consistently address the needs of all students and encourage a safe and healthy learning environment. The Board is committed to policies that provide a positive learning environment for all children and teachers. Through partnerships, resources, data collection, and evaluation, the Board of Education can do much to address the needs of children as well as those who are providing services that protect our children.

## STRATEGIES

Action	05	06	07	08	09	10	11	12
1. TBD								
2. TBD								

**Attachment E:  
INITIAL DRAFT OF THE COMPREHENSIVE PLAN: 2007-2012  
JUNE 28, 2007**

***WORKING DRAFT*  
BOARD OF EDUCATION  
COMPREHENSIVE PLAN: 2007-2012**

Board of Education  
Commonwealth of Virginia

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### **Superintendent of Public Instruction**

Dr. Billy K. Cannaday, Jr.  
Virginia Department of Education

# BOARD OF EDUCATION COMPREHENSIVE PLAN: 2007-2012

## *Executive Summary*

The Board of Education's *Comprehensive Plan: 2007-2012* updates the objectives set forth in the Board's previous plan, which covered the years 2005-2010. Building upon the previous plan, the two-year update reflected in this document provides the framework for resources and policy development to continue Virginia's forward momentum in student achievement.

Highlights of the Board of Education's *Comprehensive Plan: 2007-2012*:

- The Board of Education's vision and mission statements and objectives for public education provide the framework for leadership, advocacy, and oversight for the public education system in Virginia. The statements are forward-looking and acknowledge the programs and services of Virginia's public schools as well as the increasingly diverse needs of students who will live and work in an expanding and complex global, high tech economy.

- The Board of Education's Vision:

(Statement here)

- The Board of Education's Mission:

(Statement here)

- The Board of Education's objectives for public education for 2007-2012:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

(Final wording here)

- The comprehensive plan also includes an assessment of the extent to which the objectives for public education are being met, which shows that for the past eight years in which the current accreditation requirements have been in place, Virginia's public schools have steadily improved. However, there remain persistent and troubling differences in the achievement level of subgroups of students, and many students need costly, intensive instructional support to succeed in school.
- Enrollment projections show that fall membership in 2005 reached 1.19 million in grades K-12. Projections show that the number of students attending the state's public schools will continue to increase—and to set new records—in each of the next three years. In 2010, fall membership will be at least 30,000 students higher than in 2005. While many divisions are growing, some divisions are shrinking in enrollment, thus creating stress on the workforce, school facilities, and economic stability of the entire community (*Virginia School Enrollment Trends*, Weldon Cooper Center, 2006).
- Demographic trends show clearly that diverse population groups (i.e., limited English proficient and economically disadvantaged families) are increasingly making up a larger proportion of the overall population and that Virginia is experiencing shortages of teachers in certain subject areas. These trends pose serious challenges for public school leaders.

## Statutory Requirement for Updating the Comprehensive Plan

### § [22.1-253.13:6](#). Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for improving student achievement then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § [22.1-18](#), the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary...

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## **BOARD OF EDUCATION COMPREHENSIVE PLAN: 2007-2012**

*Eighty percent of the jobs today's kindergartners will occupy sometime in the future do not yet exist, and the average kindergartner of today will experience four different careers and nine different jobs in his lifetime.*

Ed Barlow, April 26, 2007

These were the words of a nationally recognized futurist, Ed Barlow, as he recently addressed a conference on Virginia's Workforce for the 21<sup>st</sup> Century. The members of the Board of Education were present to hear Mr. Barlow describe in vivid terms the future awaiting Virginia's young people, a future that will be far different than that of their parents and grandparents. Mr. Barlow echoed the urgent theme of the National Center on Education and the Economy's Commission on the Skills of the American Workforce (2007), which pulls no punches about the education challenges ahead:

This is a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history, and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. It is a world in which comfort with ideas and abstractions is the passport to a good job, in which creativity and innovation are the key to the good life, in which high levels of education — a very different kind of education than most of us have had — are going to be the only security there is. . . . The best employers the world over will be looking for the most competent, most creative and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. Those countries that produce the most important new products and services can capture a premium in world markets that will enable them to pay high wages to their citizens.

There are obvious questions for the Board of Education as it sets its goals for the coming years: Will Virginia's young people be ready? Will they be equipped with the knowledge and skills they need to be successful? What is the role of the Board of Education in leading the charge for excellence?

With these questions about the future sharply in mind, the Board of Education has set its vision, mission, and objectives for the next several years. By working with many partners, the Board of Education intends to move Virginia's education system dramatically forward, fostering the development of a 21<sup>st</sup> Century skills pipeline that will prepare today's students to be tomorrow's working adults—in short, an education system that equips them to be responsible and self-reliant citizens of our increasingly complex and diverse global society.

## **Board of Education Vision Statement:**

**2007-2012**

*To be placed here.*

## **Board of Education Mission Statement:**

**2007-2012**

*To be placed here.*

## **Board of Education Objectives for 2007-2012**

The Board of Education's objectives are constantly evolving. The objectives are revised every two years; therefore, they must be viewed as a continuous process of assessment and evaluation, all of which lead to adjustments as needed. Perhaps most importantly, the Board of Education's objectives, as well as the strategies and activities to implement the objectives, are tied closely to the requirements of state and federal statutes and regulations and on the availability and appropriation of funding for public education.

In response to regulatory or statutory requirements, the Board will have major policy decisions to make during the next two years in the following areas:

- Career and technical education state plan and regulations;
- Special education regulations;
- Standards of Accreditation, including graduation rates and graduation policies in the accountability system and establishing the technical diplomas;
- Standards of Learning in history (2008), mathematics (2009), English (2010), and science (2010), followed by the curriculum framework and textbook adoption; and
- Standards of Quality



*Objectives to be placed here.*

## Measures for Objectives: 2007-2012

*Text to be placed here.*

## **Strategies to Implement Objectives: 2007-2012**

*Charts of strategies and timelines to be placed here.*

## **Assessment of Progress in Achieving Objectives**

High achieving schools have much in common: challenging expectations for all students; clear, measurable goals; a consistent curriculum; and a staff that pores over data to see where teachers and students can improve. Such schools have teachers who are not only willing to push students but come armed with up-to-date textbooks and other helpful resources. With these imperatives in mind two years ago, the Board of Education set long-term objectives in its comprehensive plan of action for the years 2005 through 2010. Progress has been made to meet each of the eight objectives that were set forth in that plan. An assessment of the Board's progress in meeting the objectives is contained in Appendix A.

More than nine out of ten public schools in Virginia are now fully accredited, based on, among other key indicators, the performance of students on Standards of Learning (SOL) assessments. This shows remarkable improvement since 1998, when only two percent of our public schools were fully accredited. The percentage of schools meeting or exceeding state standards was little changed from the previous year, despite the introduction of rigorous new SOL assessments in English and mathematics in grades 4, 6, and 7, which were previously untested.

Ninety-six percent of Virginia's elementary schools and 97 percent of the Commonwealth's high schools are now fully accredited, compared with 95 percent and 94 percent, respectively, last year. The increased rigor of mathematics testing in grades at the middle school level resulted in a decrease in the percentage of middle schools achieving full accreditation, although nine middle schools that were accredited with warning during 2005-2006 are now fully accredited.

The Board of Education's school improvement efforts have been in place long enough that we can see not only results, but also the most persistent needs and problems. During the past several years, Virginians have seen continuous improvement in student academic performance and in school accreditation results. However, the test results also show that there remain persistent and troubling achievement differences among groups of students, and many students need costly, intensive instructional support to succeed in school.

The gratifying student achievement and progress seen so far should not obscure the challenges that remain. More details about the various objective measures used to gauge student progress may be found in the Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia, which is submitted annually in late November to the Governor, the General Assembly, and members of the public. For the latest report, see

[http://www.doe.virginia.gov/VDOE/VA\\_Board/home.shtml](http://www.doe.virginia.gov/VDOE/VA_Board/home.shtml)

## Enrollment Projections for Virginia's Schools

The period covered by the comprehensive plan will be a time of great demographic change for Virginia as a whole, and especially for Virginia's public education system. The 2000 U.S. Census data show that Virginia was the 16th fastest growing state, with a population increase from 6.2 to 7.1 million in the 1990s. During that time period, over two-thirds of Virginia's population growth came from minority residents.

Dr. Michael Spar, research associate for the Demographics and Workforce Section of the Weldon Cooper Center at the University of Virginia, reported the following in the 2006 study, *Virginia School Enrollment Trends*:

Public school enrollment in Virginia was 1.2 million in 2005, accounting for 90 percent of the total enrollment. Private school enrollment was estimated at 125,000, accounting for 9.5 percent of the total enrollment and one-tenth of the public school membership. The number of home-schooled children in Virginia increased rapidly over the past 15 years, from 3,000 in the early 1990s to 17,500 in 2005. Fewer than 6,000 students were granted religious exemptions from attending public school.

The report on Virginia's enrollment projections shows that "the number of students attending the state's public schools will continue to increase—and to set new records—in each of the next five years." In 2010, fall membership will be at least 30,000 students higher than in 2005.

Digging deeper, the Weldon Cooper Center's research finds that the growth is centered in certain areas, while other areas are expected to shrink in enrollment. The variance in the growth or reduction in the enrollment in divisions across the state will have significant impact—a rippling effect on funding, school construction, school closings, consolidation of programs, the teaching workforce, and economic viability of localities. The report shows the following variance in the growth and reduction of enrollments across the state:

There are 12 divisions with 1,000 or fewer students, compared to 27 divisions with 10,000 or more. Twelve are forecast to gain over 1,000 students, led by Loudoun County, with an increase of 21,350. Prince William County's student count will balloon by over 16,000, and both Stafford and Spotsylvania will grow by over 5,000. A large number of divisions are going to lose students in the next five years. Virginia Beach is projected to lose about 4,500 students, and Norfolk, Richmond, and Hampton are expected to lose around 1,500 students each. Over half (60%) of the state's 132 school divisions are forecast to have enrollment losses over the next half decade.

The full text of the Weldon Cooper school enrollment trends study may be viewed at:

<http://www.coopercenter.org/demographics/sitefiles/documents/pdfs/schoolforecasts/2005schoolenrollment.pdf>

## **Important Demographic Trends for Virginia's Schools**

The challenges for our public schools become more acute in light of Virginia's changing demographics, which show clearly that diverse population groups (i.e., limited English proficient and economically disadvantaged) are increasingly making up a larger proportion of the overall population. These students often require additional labor-intensive and cost-intensive services in order to be successful in school. Important demographic trends include the following that have powerful implications for our public school system.

### Growth in the enrollment of Limited English Proficient (LEP) students:

- In Virginia, the Limited English Proficient population has doubled in just the past five years, and this trend is expected to continue. In 1994, Virginia's public schools enrolled a total of 20,000 LEP students. In 2006, that number had increased to 78,216.
- The latest data (2006-2007) show that more than 90 percent of Virginia's school divisions now have Limited English Proficient (LEP) students enrolled. While more than two-thirds of Virginia's LEP students are enrolled in a division in the northern Virginia region, pockets of sizable concentrations of LEP students dot many areas of the state.
- For 2006-2007, some divisions report the LEP students represent as much as 31 percent (Arlington) to 40 percent (Harrisonburg) of the total student population. Manassas City and Manassas Park have 34 percent and 36 percent, respectively.

### Diversity of economic and educational opportunity factors:

- For the 2006-2007 school year, slightly more than one-third (33.5 percent) of the students in Virginia's public schools were eligible for free and reduced-price lunch. The percent varies widely across the school divisions, from a high of more than 75 percent to a low of 9 percent.
- Based on the latest census data (2000), more than 700,000 adults in Virginia are without high school credentials. Virginia has the 21st highest percentage of adults, 18.5 percent, without high school diplomas among the 50 states.
- On the other side of the economic spectrum, Virginia has the highest percentage of the workforce in science and engineering occupations of the 50 states. The relatively high percentage reflects Virginia's large knowledge-intensive sector.
- Clearly, this is a case of the educational haves and have-nots with profound implications for the economic well-being of our citizens and the state as a whole. The public schools have a huge role in providing the education necessary for equal opportunities for economic success.

### Teacher preparation and teacher shortages:

- A perfect storm is brewing: the student population is going up while Virginia's ability to attract and hire teachers is going down.
- Data from Virginia's 2001-2002 teacher supply and demand survey concur with national projections: significant and growing shortages throughout the country, particularly in the endorsement areas of science, mathematics, foreign languages, and special education.

- Finding and retaining minority teachers continues to be a significant challenge statewide.
- The same teacher shortage areas show up year after year in the Virginia Department of Education's annual surveys, showing the persistent problem for staffing our public schools.

### **Additional Planning Documents**

As noted in the above, the *Code of Virginia* requires the Board of Education to include in its comprehensive plan an assessment of the needs of public education and a plan to integrate educational technology into the Standards of Learning and the curricula, including career and technical education programs. Pursuant to that requirement, the Board of Education has adopted three documents in addition to its comprehensive plan: (1) the Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia; (2) the Six-Year Plan for Technology; and (3) the state plan for career and technical education. When viewed with the comprehensive plan contained herein, the documents provide a comprehensive view of the Board's priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education.

The Board of Education's Annual Report on the Condition and Needs of the Public Schools in Virginia may be viewed at [http://www.pen.k12.va.us/VDOE/VA\\_Board/home.shtml](http://www.pen.k12.va.us/VDOE/VA_Board/home.shtml) and the Six-Year Plan for Technology may be viewed at <http://www.pen.k12.va.us/VDOE/Technology/OET/resources.shtml#etp>. Information about Virginia's career and technical programs may be viewed at <http://www.pen.k12.va.us/VDOE/Instruction/CTE/>.

As required by the federal Carl D. Perkins Act, the Board of Education will review and revise the State Plan for Career and Technical Education during the 2007 and 2008 calendar years.

### **Key Policy Documents for Implementing Objectives**

Of particular note, the Board of Education's priorities for Virginia's public schools are embedded throughout the provisions of the Standards of Quality, the Standards of Accreditation, and the Standards of Learning. These and other key policy and regulatory documents of the Board of Education may be viewed on the Department of Education's Web site: [www.doe.virginia.gov](http://www.doe.virginia.gov). The *No Child Left Behind Act of 2001* also contains performance expectations for the state and for the school divisions and the individual schools within the divisions.

## Appendix A:

### **Actions and Accomplishments to Meet Board of Education Objectives: 2005-2007**

Section [22.1-253.13:6](#) of the *Code of Virginia* requires that the Board of Education's comprehensive plan contain "an assessment of the extent to which objectives are being achieved."

The following tables contain an outline of the activities and strategies that were set forth in 2005 by the Board of Education as its plan to meet objectives contained in the comprehensive plan for 2005-2010.

The tables show activities and strategies that are substantially underway or that have been completed since 2005. Also listed on the table are the various actions taken to accomplish each activity/strategy.

The check-mark (✓) for each activity/strategy indicates that the activity or strategy is either substantially underway or completed as of June 2007. The Board of Education is on schedule to accomplish its objectives that it set forth in 2005.



**Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.**

Strategies/Activities	Complete /In Process	Actions: 2005 to date
Review and revise the Standards of Quality: 2005, 2006, and 2008	✓	<p>Reviewed the Standards of Quality and initiated discussion on possible areas for revision: April 2006 planning session</p> <p>Held 10 hearings across Virginia to receive public comments: 9/2006</p> <p>Adopted revisions to the Standards of Quality and forwarded prescribed amendments to the 2007 General Assembly: 11/29/2006</p> <p>Board's SOQ Committee examined current school safety initiatives and reviewed and discussed proposed amendments to the SOQ, which were subsequently adopted by the full Board.</p>
Review and revise the Standards of Accreditation	✓	<p>Expanded list of industry, professional or trade association examinations and occupational competency assessments to meet requirements of SOA (CTE/Advanced Mathematics Seal and student-selected verified credit): 2/23/2005; 11/29/2006</p> <p>Reviewed/approved requests for waivers of provisions of the SOA: 2/23/2005</p> <p>Reviewed and amended the SOA, effective September 2006</p> <p>Initiated regulatory review process to revise certain sections of the SOA: 2/28/2007; proposed regulations anticipated for first review in the Fall 2007 to be final in 2008.</p> <p>Approved special provisions of SOA related to the use of test scores in calculating accreditation ratings for 2005-2006: 7/2005</p> <p>Approved special provisions of SOA related to the use of test scores in calculating accreditation ratings for 2005-2006: 7/2005</p> <p>Approved requests from local school boards for increased graduation requirements: 4/20/2005; 6/28/2006</p> <p>Revised and updated the Guidance Document Governing Certain Provisions of the SOA: 9/27/2006</p> <p>Approved requests for Conditionally Accredited Rating from Richmond City and Sussex County: 10/25/2006</p> <p>Reviewed and adopted additions to the Board-approved list of instructional models/programs that include instructional methods to satisfy provisions for the SOA: quarterly</p>

**Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.**

Strategies/Activities	Complete/In Process	Actions: 2005 to date
<p>Review and revise the Standards of Learning:</p> <ul style="list-style-type: none"> <li>-Computer/Tech: 2005</li> <li>-Fine Arts: 2006</li> <li>-Foreign Language: 2007</li> <li>-Health, Physical Educ, and Driver Educ: 2008</li> <li>-History and Social Sciences: 2008</li> <li>-Mathematics: 2009</li> <li>-English: 2009</li> <li>-Science: 2010</li> </ul>	✓	<p>Adopted revised Standards of Learning in the following subjects:</p> <ul style="list-style-type: none"> <li>Computer Technology for Grades K-12: 6/25/2005</li> <li>Fine Arts: 4/26/2006</li> <li>Foreign Language: 2/28/2007</li> <li>English Language Proficiency: final adoption scheduled for fall 2007</li> </ul> <p>Established objectives for Economics and Financial Literacy: 4/26/2006</p> <p>Initiated revision of Health, Physical Education, and Driver Education: completion date is scheduled for early 2008</p> <p>Initiated revision of History and Social Science SOL: completion date is scheduled for early 2008</p> <p>Initiated SOL for new, optional high school mathematics course: completion date is scheduled for summer 2007</p>
<p>Support professional development and technical assistance for instructional staff, especially in low-performing schools.</p>	✓	<p>Adopted list of approved textbook and instructional materials for mathematics, English and literature, and foreign language: 1/12/2005</p>
<p>Support a focus on civics and financial literacy to ensure the preparation of all students to be productive citizens.</p>	✓	<p>Established objectives for Economics and Financial Literacy for middle and high school students: 4/26/2006</p> <p>Participated as a member of the NASBE task force on civics education and Virginia's Commission on Civics Education: 2006</p>
<p>Review the English Proficiency Standards and revise as necessary.</p>	✓	<p>Revised SOL for English Language Proficiency: final adoption scheduled for mid-2007</p> <p>Approved locally developed and/or selected English Language Proficiency assessments for LEP: 10/26/2005</p>
<p>Support programs and initiatives to expand opportunities for students to earn a high school diploma.</p>	✓	<p>Approved adjustments to cut scores for reading subtest of Stanford English Language Proficiency Test when used as a substitute for the Standards of Learning Grade 3 English test and the grades 5 and 8 Standards of Learning Reading tests: 5/25/2005</p> <p>Set or reviewed cut scores for the following:</p> <ul style="list-style-type: none"> <li>SOL End-of-course English: Reading and Algebra II tests: 11/30/2005</li> <li>SOL Mathematics and Reading tests in grades 3 through 8: 5/24/2006</li> <li>SOL Writing tests for grades 5 and 8: 5/25/2006</li> <li>Virginia Alternate Assessment Program: 7/26/2006</li> <li>Literacy and numeracy assessments required for Modified Standard Diploma: 7/26/2006</li> <li>Mathematics and reading for Virginia Grade Level Alternative (VGLA): 11/29/2006</li> </ul>

		<p><i>Objective 2 continued:</i></p> <ul style="list-style-type: none"> <li>• ACT: Plan, the TABE Algebra/Geometry test and the Cambridge International Examination when used as substitute tests: 4/26/2006</li> <li>• SAT I Writing test when used as a substitute test for the SOL end-of-course English: Writing test: 2/28/2007</li> </ul> <p>Approved the establishment of the Mountain Vista Governor's School: 1/11/2006</p> <p>Approved a new graduation rate formula: 11/29/2006</p> <p>Initiated a revision of the Regulations Governing Educational Services for Gifted Students:</p> <p>Board's Literacy Committee received detailed briefing on the proposed English Language Proficiency Standards, the Limited English Proficiency (LEP) Research Study, and members participated in meetings with USED regarding LEP assessments; sponsored panel discussions on successful practices, interventions, and literacy approaches at middle and high schools.</p>
Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.	✓	Set cut scores for Literacy and numeracy assessments required for Modified Standard Diploma: 7/26/2006
Establish policies regarding the revised Virginia Alternate Assessment Program.	✓	Set cut scores for Virginia Alternate Assessment Program: 7/26/2006
Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.	✓	Set cut scores for mathematics and reading for Virginia Grade Level Alternative (VGLA): 11/29/2006

**Objective 3: The Board of Education will work to ensure meaningful, ongoing professional development for professional educational personnel.**

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Support professional development and technical assistance for professional educational personnel, working with professional education associations and teacher educators.	✓	<p>Adopted criteria for implementing experiential learning credits for alternate route applicants seeking initial licensure: 9/21/2005</p> <p>Established designations on licenses to reflect stages in the professional development of teachers and promoted continuing growth and career paths as educators: 3/29/2007</p>
Promote the identification of industry certifications opportunities for all teachers who lack such credentials.	✓	Expanded list of industry, professional or trade association examinations and occupational competency assessments to meet requirements of SOA (CTE/Advanced Mathematics Seal and student-selected verified credit): 2/23/2005; 11/29/2006
Support, in conjunction with local divisions, professional development strategies that the local schools, especially those in small school divisions, will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.	✓	<p>Revised requirements for renewing a license.</p> <ul style="list-style-type: none"> <li>• Renewal activities must be based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development.</li> <li>• Definitions of the renewal options have been incorporated in the regulations.</li> </ul> <p>Board's Literacy Committee sponsored the statewide Literacy Policy Summit for key policymakers in local divisions: Closing the Achievement Gap: A Focus on Adolescent Literacy: 5/1/2007</p>

**Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.**

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.	✓	<p>Examined findings of the school-level academic review process: 7/27/2005</p> <p>Promulgated regulations for conducting division-level academic reviews: 10/25/2006</p> <p>Reviewed and modified the school-level academic review process: 9/21/2005</p> <p>Board's Committee on School and Division Accountability advised the Board on findings: review process for alternative accreditation plans for special purpose schools, reviewed the SOA guidance document; requests for the accreditation rating of Conditionally Accredited; and the Memorandum of Understanding framework.</p>
Adopt strategies for closing the achievement gap between high- and low-performing groups of students.	✓	Adopted report on regional alternative education programs: annually
Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.	✓	<p>Met with Petersburg City school officials to examine and discuss status of the Memorandum of Understanding (MOU): 10/25/2007; 11/29/2006; 2/27/2007; 5/30/2007</p> <p>Examined the progress of Sussex County schools in meeting the MOU goals agreed to by the respective boards: 10/25/2007; 11/29/2006; 2/27/2007; 5/30/2007</p> <p>Released Lee County (11/29/2006) and Richmond City (2/28/2007) from the division-level academic review process</p> <p>Board's Literacy Committee received detailed briefing on the proposed English Language Proficiency Standards, the Limited English Proficiency (LEP) Research Study, and members participated in meetings with USED regarding LEP assessments; sponsored panel discussions on successful practices, interventions, and literacy approaches at middle and high schools.</p>
Continue to review and approve instructional methods and/or models for implementation in low-performing schools.	✓	<p>Adopted report on state-funded remedial programs: annually</p> <p>Added qualified providers or deleted providers no longer qualified on at least a quarterly basis.</p> <p>Added qualified instructional methods and deleted those no longer qualified: quarterly.</p>
Address measures to be taken in schools whose accreditation is denied.	✓	<p>Approved alternative accreditation plans for schools in Chesterfield, Hampton, Henrico, and Richmond City: 11/30/2005; extended approval for Hampton and Henrico: 9/27/2006;</p> <p>Approved additional request from Richmond City (Richmond Alternative School): 5/30/2007</p>

		<p><i>Objective 4 continued:</i></p> <p>Approved withholding accreditation rating of Nandua High School and Oak Grove Elementary for test security violations: 9/21/2005</p>
Support programs that assist schools and students meet performance expectations.	✓	<p>Revised the Remediation Recovery Guidelines: 10/26/2005</p> <p>Clarified pass rates required for the new reading and mathematics tests in grades 4, 6, and 7 for the 2006-2007 accreditation ratings: 2/15/2006</p>

**Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.**

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Establish academic standards to support preparation for pre-school students to be ready to successfully enter into kindergarten.	✓	Received and implemented a grant from the National Association of State Boards of Education (NASBE) for Early Childhood Education: 6/2006- present  Adopted approved program regulations that established an add-on endorsement for Early Childhood for Three- and Four-Year-Olds: 3/29/2007
Continue to cooperate with other entities involved in developing and implementing <i>Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics</i> .	✓	Supported Department of Education staff on the following preschool standards: <ul style="list-style-type: none"> <li>• Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics: 1/12/2005</li> <li>• Virginia's Foundation Blocks for Early Learning: Standards for Science, History and Social Science, and Personal and Social Development: 10/26/2005</li> <li>• Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development: 2/28/2007</li> </ul>
Support the Virginia Preschool Initiative.	✓	Participated as a member of NASBE's national study group on creating high quality early learning environments  Board's Quality Preschool Program Committee examined the Virginia Preschool Initiative, the Virginia Preschool Initiative Start-Up and Expansion Grants, and discussed the Early Childhood Alignment Project: 9/26/2006  NASBE grant committee members observed Virginia Preschool Initiative classrooms in Arlington: 2/2007
Support the Title I Preschool programs and Early Childhood Special Education Program.	✓	Participated in meetings and activities of the Governor's Start Strong Council  Quality Preschool Committee received briefing and discussed Title I preschool programs and Early Childhood Special Education and technical assistance
Support the Even Start Family Literacy Program.	✓	Participated in meetings and activities of the Governor's Start Strong Council  Board's committee participated in the Alignment Project for Virginia; discussed Benchmarks for Smart Beginnings, early learning program standards, and professional competencies for Smart Beginnings.
Seek ways to cooperate with and encourage the Head Start programs.	✓	Participated in meetings and activities of the Governor's Start Strong Council

**Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.**

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Ensure the communications and literacy skills of teachers by implementing the requirement for the reading assessment for initial licensure for teachers in the early grades.	✓	Set cut score for the Virginia Reading Assessment test: 7/27/2005
Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.	✓	Sponsored the Literacy Summit attended by local division policymakers across Virginia: 5/1/2007
Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading.	✓	<p>Board adopted approved program regulations including professional studies for the following competency areas:</p> <ul style="list-style-type: none"> <li>• Human growth and development;</li> <li>• Curriculum and instructional procedures;</li> <li>• Foundations of Education; and</li> <li>• Reading. 3/29/2007</li> </ul> <p>Established revised professional studies requirements for licensure to include six semester hours in reading: 3/29/2007</p>



**Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools.**

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.	✓	<p>Developed and adopted policies to be implemented in the Virginia Approved Programs for the Virginia Communications and Literacy Assessment, 11/30/2005</p> <p>Examined and revised Praxis I cut scores as recommended by ABTEL: 2/23/2005</p> <p>Set cut scores for the Virginia Communication and Literacy Assessment: 3/22/2006</p> <p>Acted on recommendations of the Board’s special committee on teacher licensure assessments and revised licensure regulations: 2005</p> <p>Approved Continuing Program Status or Approval with Stipulations for several college and university teacher training programs: ongoing</p>
Support executive education opportunities, such as the Turnaround Specialist Program to assist established school administrators in providing skilled leadership in chronically low-performing schools.	✓	Supported Competitive School Division Grants for Leadership Development Preparation Programs: awarded by the Department of Education for fiscal years 2004-2005 and 2005-2006
Support the implementation of recommendations for the preparation of school leaders outlined by the Commission to Review, Study and Reform Educational Leadership.	✓	<p>Established and set cut score for the school leaders licensure assessment; 2005</p> <p>Established new licensure regulations including two levels for the administration and supervision prek-12 endorsement. Level I is required to serve as a building-level administrator or central office supervisor, and Level II is an optional endorsement to which an experienced building-level administrator may aspire: 3/29/2007</p> <p>Established via licensure regulations four options to become eligible for the administration and supervision endorsement: 3/29/2007</p>

<p><i>Objective 7 continued:</i></p> <p>Ensure that incentives for National Board Certification are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, encouraging teachers from these schools to pursue National Board Certification, and introducing a service component in state school improvement efforts into state supports for National Board teachers.</p>	✓	<p>Department of Education utilized the Board-approved guidelines for awarding National Teacher Certification grant funding; ongoing</p> <p>Established in licensure regulations designations that will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators; new provisions recognize National Certified Teachers as eligible for Teacher as Leader designation; other provisions in new regulations recognize the National Board Certified teacher in the credentialing process: 3/29/2007</p>
<p>Support full compliance with NCLB and IDEA requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers.</p>	✓	<p>Reviewed and aligned "Highly Qualified" policies to requirements for special education teachers under IDEA: 4/20/2005</p>
<p>Promote increasing the pool of teachers entering the profession through the career switcher program to teach in general and critical shortage areas.</p>	✓	<p>Reviewed and aligned "Highly Qualified" policies to requirements for special education teachers under IDEA: 4/20/2005</p>
<p>Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant.</p>	✓	<p>Adopted a High Objective Uniform State Standard of Evaluation (HOUSSE) for Visiting International Faculty (VIF) cultural exchange teachers: 3/29/2007</p>
<p>Adopt revisions to regulations governing preparation and licensure requirements for school personnel.</p>	✓	<p>Adopted new provisions for the Regulations Governing the Review and Approval of Education Programs in Virginia: 2005, 2006, Final on 3/29/2007</p> <p>Adopted new provisions for the Regulations Governing the Licensure of School Personnel: 2005, 2006, Final on 3/29/2007</p>
<p>Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the Commonwealth.</p>	✓	<p>Adopted transitional state plan for career and technical education; final plan will be developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors: 3/29/2007</p> <p>Participated in Southern Regional Education Board (SREB) High Schools That Work conference: 2006</p>

**Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.**

Strategies/Activities	Complete/In Process	Actions: 2005 to date
Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.	✓	<p>Adopted amendments to Virginia's Consolidated State Application Accountability Plan under NCLB: 2005, 3/22/2006; 10/25/2006; 1/10/2007</p> <p>Received status reports on the requests for waivers and amendments under NCLB: 4/20/2005; 5/25/2005; 6/22/2005; 5/24/2006; 6/28/2006</p> <p>Requested additional flexibility in the inclusion of the performance of students with disabilities in the calculation of Adequately Yearly Progress: 5/25/2005</p> <p>Adopted a response to the NCLB compliance monitoring report on highly qualified teachers: 9/27/2006</p> <p>Adopted a plan to identify provisions of NCLB that are not integral or necessary to Virginia's statewide educational program and the waiver and exemption requests made by the Board: 9/27/2006</p>
Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.	✓	<p>Annual School Report Card reported on Web site; ongoing briefings with Board committees as requested: ongoing</p> <p>Adopted 2006 Annual Report on the Condition and Needs of Public Schools in Virginia: 11/29/2006</p> <p>Initiated process for updating the Comprehensive Plan for 2007-2012: 3/29/2007</p>
Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.	✓	Tests administered in 2006-07 for the first time, as required by NCLB, in grades 4, 6, and 7.
Support Virginia's participation in NAEP program in reading and math for 4 <sup>th</sup> and 8 <sup>th</sup> grades.	✓	Virginia is participating in the NAEP assessments on an ongoing basis each year and results are reported to the public when available.
Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.	✓	Advocated for student-centered assessments of LEP students during multiple meetings and correspondence with USED officials and congressional delegation: ongoing

<i>Objective 8 continued</i>		
Support programs of technical assistance for schools identified as in the first and second year of school improvement.	✓	Promulgated regulations for conducting division-level academic reviews: 10/25/2006  Reviewed and modified the school-level academic review process: 9/21/2005
Support procedures to disseminate via the Web site notices to parents and the public of any pending corrective actions, as required by NCLB.	✓	Updated School Report Card published by the Department of Education on the Web site: 9/2006
Support efforts to enlarge the pool of Supplemental Educational Services providers to provide remediation for low-performing students in Title I schools.	✓	Reviewed and adopted additions and deletions to the Board-approved list of Supplemental Educational Services Providers under NCLB: quarterly  Examined a report on the implementation of the Supplemental Educational Services requirement under NCLB: 2/28/2007
Continue to assist school divisions in implementing charter schools and other public school choice options.	✓	Reviewed annual status report on public charter schools in Virginia: annually
Review and update the state plan for the Carl D. Perkins Act.	✓	Received a report from the Virginia Advisory Committee for Career and Technical Education: annually  Adopted the 2007-2008 transitional state plan for the Carl D. Perkins Career and Technical Education Act of 2006: 3/29/2007
Receive reports on the Workforce Investment Act programs, as necessary.	✓	Received a report from the Virginia Advisory Committee for Career and Technical Education: annually  Received statewide performance report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education
Include industry certification requirements in the teacher licensure regulations.	✓	Established provisions in new teacher licensure regulations requiring industry certification based upon the prescribed standard or examination, if applicable, for endorsement: 3/29/2007
Revise <i>Regulations Governing Special Education Programs for Children with Disabilities in Virginia</i> to comply with new federal requirements under the Individuals with Disabilities Education Act as amended in 2004.	✓	Regulatory revision process initiated: 10/25/2006; proposed regulations are expected to be presented for first review in July 2007.

<p><i>Objective 8 continued:</i></p> <p>Carry out provisions of the 2005 appropriation act regarding the consolidation of the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-disabled at Hampton.</p>	<p>✓</p>	<p>Received updates and briefings on the status of the Virginia Schools for the Deaf and Blind at Hampton and Staunton: 4/20/2005</p> <p>Conducted the business of the Virginia Schools for the Deaf and Blind Foundation: annually</p> <p>Reviewed proposals submitted under the Public-Private Education Facilities and Infrastructure Act (PPEA) for the consolidation of the Virginia Schools for the Deaf and Blind: 7/27/2005</p> <p>Toured both campuses and held public hearings: 8/2005</p> <p>Reviewed options prepared by Trammell Crow under the PPEA related to the consolidation of the Virginia Schools for the Deaf and Blind: 9/21/2005</p> <p>Authorized the Virginia Department of General Services to proceed with the design work to consolidate the Virginia Schools for the Deaf and Blind: 9/27/2006</p> <p>Enter into a conventional design contract and a construction manager at risk contract with assistance from the Department of General Services: 5/30/2007</p>
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# Board of Education Agenda Item

Item: G.

Date: June 28, 2007

Topic: First Review of Proposed Revised Guidelines for Family Life Education as required by the 2007 General Assembly

Presenter: Dr. Cynthia A. Cave, Director of Student Services

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Cynthia.Cave@doe.virginia.gov

E-Mail

Address:

## Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by  
☒ State or federal law or regulation  
☐ Board of Education regulation  
☐ Other: \_\_\_\_\_

☐ Action requested at this meeting

☒ Action requested at future meeting: July 25, 2007 (date)

## Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

The Family Life Education requirements were first enacted in 1987 by the General Assembly. In 1988, the Board of Education prepared a document that included Standards of Learning (SOL) Objectives and descriptive statements, guidelines for training individuals who will be teaching family life education, and guidelines for parent/community involvement. The 1988 guidelines were revised in 2002 to include the requirements of 2002 legislation (HB 1206-benefits of adoption) and again in 2004 to include the requirements of 2004 legislation (HB 1015- sexual assault). The 2007 Virginia General Assembly adopted HB 1916 which amended § 22.1-207.1 of the *Code of Virginia* to require that information concerning dating violence and the characteristics of abusive relationships be included in the Family Life Education curriculum guidelines.

## Summary of Major Elements:

As shown in the attached, the Family Life Education curriculum guidelines have been revised in accordance with the 2007 legislation. The descriptive statements supporting the Standards of Learning Objectives have

been amended to reflect the required changes in the curriculum guidelines as follows:

<b>Grade Level</b>	<b>Amended Standards of Learning Descriptive Statements</b>	<b>Page</b>
Kindergarten	K.7	14
First Grade	1.11	17
Second Grade	2.5, 2.6, 2.7	18-19
Third Grade	3.11	21
Fourth Grade	4.4, 4.9	22-23
Fifth Grade	5.9, 5.10, 5.11	25
Sixth Grade	6.11	27
Seventh Grade	7.3, 7.4, 7.10, 7.12, 7.13	28-30
Eighth Grade	8.4, 8.5, 8.12, 8.13	31-32
Ninth Grade	9.5, 9.7	34
Tenth Grade	10.2, 10.7, 10.16,	36-38
Eleventh Grade	None	
Twelfth Grade	12.7	41

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the revised curriculum guidelines regarding Family Life Education.

**Impact on Resources:**

The financial impact will be minimal. The revised document will be posted on the Web site. Hard copies will also be printed and distributed.

**Timetable for Further Review/Action:**

Upon Board of Education adoption of the 2007 revised guidelines, the Virginia Department of Education will make them available to school divisions prior to the 2007-2008 school year.

# Family Life Education

Board of Education Guidelines  
and  
Standards of Learning  
for Virginia Public Schools



Commonwealth of Virginia  
Department of Education  
Richmond, VA 23218-2120

Revised  
April 2007



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# FAMILY LIFE EDUCATION

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Revised 2007

# **FAMILY LIFE EDUCATION**

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CODE OF VIRGINIA §22.1-207.1  
FOR FAMILY LIFE EDUCATION

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## **CODE OF VIRGINIA**

### **§22.1-207.1. Family life education.**

The Board of Education shall develop by December 1, 1987, standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships, abstinence education, the value of postponing sexual activity, the benefits of adoption as a positive choice in the event of an unwanted pregnancy, human sexuality, human reproduction, *dating violence, the characteristics of abusive relationships*, steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law and the etiology, prevention and effects of sexually transmitted diseases.

All such instruction shall be designed to promote parental involvement, foster positive self concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The Board shall also establish requirements for appropriate training for teachers of family life education, which shall include training in instructional elements to support the various curriculum components.

For the purposes of this section, "abstinence education" means an educational or motivational component which has as its exclusive purpose teaching the social, psychological, and health gains to be realized by teenagers' abstaining from sexual activity before marriage.

(1987, c. 371; 1999, c. 422; 2002, c. 554; 2004, c. 1030; 2007, c. 32.)

### **§ 22.1-207.2. Right of parents to review certain materials; summaries distributed on request.**

Every parent, guardian or other person in the Commonwealth having control or charge of any child who is required by § 22.1-254 A to send such child to a public school shall have the right to review the complete family life curricula, including all supplemental materials used in any family life education program. A complete copy of all printed materials and a description of all audio-visual materials shall be kept in the school library or office and made available for review to any parent or guardian during school office hours before and during the school year. The audio-visual materials shall be made available to parents for review, upon request, on the same basis as printed materials are made available.

Each school board shall develop and, when so requested by an individual parent or guardian of a student participating in the family life education program, distribute to that parent or guardian, a summary designed to assist parents in understanding the program implemented in its school division as such program progresses and to encourage parental guidance and involvement in the instruction of the students. Such information shall reflect the curricula of the program as taught in the classroom.

(1989, c. 515; 1991, cc. 139, 526.)

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# INTRODUCTION

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## INTRODUCTION

In 1987, §22.1-207.1 of the *Code of Virginia* was amended to direct the Board of Education to develop standards of learning and curriculum guidelines for a comprehensive, sequential family life education (FLE) curriculum in grades K through 12. From February 1987 to December 1987, individuals from public schools (including administrators and teachers), state agencies, parent groups, and not-for-profit organizations that provided family life services contributed time, resources, and expertise to help develop a report to submit to the Virginia General Assembly. The report *Family Life Education: Board of Education's Response to House Bill No. 1413* included sections on the Board of Education guidelines for setting up a required FLE program, Standards of Learning objectives and descriptive statements for grades kindergarten through 12, guidelines for training individuals that teach FLE and for involving parents and community-based organizations in the local FLE program.

The FLE program was funded by the General Assembly during its 1988 session based on the plan developed by the Board of Education and the Department of Education. The program scheduled for implementation by all school divisions during the 1989-90 school year, provided guidance to localities in developing comprehensive, age-appropriate, and sequential instruction in specific content areas. Program flexibility allowed options for the local planning teams. The program could cover grades K through 10 or K through 12, depending upon the desires of a school division. School divisions were permitted to use state-approved Standards of Learning objectives or develop their own learner objectives. Educators identified as FLE teachers participated in in-depth staff development workshops over a two-year period.

Each school division was required to appoint a community involvement team to assist in the development of the program and to promote community involvement. The Board of Education guidelines were written to assure that parents had opportunities to review the program annually and opt their children out of all or part of the program.

During the fall and winter of school year 1992-93, the Department of Education conducted a study of the FLE program in the Virginia public schools. The study resulted from an agreement between the 1992 General Assembly and the Department of Education. Results of the self-report study indicated that most school divisions were in compliance with the majority of mandates and Department of Education administrative policies. A self-report survey of FLE programs was repeated in 2004 and 2006. Results again indicated compliance with mandates and policies. Of the 132 school divisions serving students in the state, 120 divisions, or 91 percent, responded to the 2006 survey. Eighty-eight percent, or 105, of school divisions surveyed in 2006 offered Family Life Education programming.

Also in 1992, the Virginia General Assembly amended §22.1-275.1 of the *Code of Virginia* to direct local school boards to establish a school health advisory board of no

more than 20 members. The legislation specified that the local board shall consist of broad-based community representation including, but not limited to, parents, students, health professionals, educators, and others. Many localities opted for their school health advisory board to also serve as the FLE community involvement team.

In September 1997, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10) was amended by the Board of Education to state that “Each school may implement the Standards of Learning for the Family Life Education program promulgated by the Board of Education or a Family Life Education program consistent with the guidelines developed by the Board of Education which shall have the goals of reducing the incidence of pregnancy and/or sexually-transmitted diseases and substance abuse among teenagers.”

The 1999 Virginia General Assembly amended §22.1-207.1 of the *Code of Virginia* and added “abstinence education” as a Family Life Education instructional topic to the content areas identified in 1987: “...family living and community relationships, the value of postponing sexual activity, human sexuality, human reproduction, and the etiology, prevention and effects of sexually transmitted diseases.” The Virginia Department of Education and Virginia Department of Health cooperated to strengthen abstinence education staff development workshops.

House Bill 1206, passed by the 2002 Virginia General Assembly, required the Board of Education to include “the benefits of adoption as a positive choice in the event of an unwanted pregnancy” in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum. The bill also required the Board to specify that training of teachers of Family Life Education include training in instructional elements to support the various curriculum components.

House Bill 1015 passed by the 2004 Virginia General Assembly, required the Board of Education to include “steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law” in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

House Bill 1916, passed by the 2007 Virginia General Assembly, required the Board of Education to include “dating violence and the characteristics of abusive relationships” in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.



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# **BOARD OF EDUCATION GUIDELINES FOR FAMILY LIFE EDUCATION**

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## **BOARD OF EDUCATION GUIDELINES FOR FAMILY LIFE EDUCATION**

- I. The following guidelines shall be followed in the implementation of the Board of Education's approved Family Life Education program.
  - A. A community involvement team shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.
  - B. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.
  - C. Those individuals selected by the localities to teach the Family Life Education program shall participate in the training program sponsored by the Department of Education.
  - D. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team, and to assist in program implementation and evaluation.
  - E. Medical professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
  - F. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
  - G. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
  - H. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
  - I. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.
  - J. The Family Life Education Standards of Learning objectives approved by the Board of Education shall be used by the local school board. However, local school divisions may reassign the grade designation of the Standards of Learning objectives within grades K-6. The grade designation for objectives within grades 7-12 may be reassigned only one grade level, up or down. Also, the program may be adopted for kindergarten through grade 10 or kindergarten through grade 12; however, local scheduling of Family Life Education shall avoid any interruption or detraction from instruction in basic skills in elementary schools or in those courses required for graduation in the secondary schools.

- K. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.
- II. The following guidelines shall be followed in the implementation of the Family Life Education program developed locally.
- A. The Family Life Education program developed locally shall be comprehensive and sequential and include the following content areas and may include others at the discretion of the local school board:
1. Family living and community relationships;
  2. The value of postponing sexual activity until marriage (abstinence education);
  3. Human sexuality;
  4. Human reproduction and contraception, including the benefits of adoptions as a positive choice in the event of an unwanted pregnancy;
  5. The etiology, prevention, and effects of sexually transmitted diseases;
  6. Stress management and resistance to peer pressure;
  7. Development of positive self-concepts and respect for others, including people of other races, religions, or origins;
  8. Parenting skills;
  9. Substance abuse;
  10. Child abuse; ~~and~~
  11. Prevention of sexual assault and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, knowledge of the requirements of the law, and use of resources such as counseling and legal services; and
  12. Dating violence and the characteristics of abusive relationships.
- B. The Family Life Education program developed locally shall include and adhere to the following:
1. A community involvement team shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.

2. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.
3. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.
4. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team, and to assist in program implementation and evaluation.
5. Medical professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
6. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
7. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
8. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
9. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.
10. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.
11. A local curriculum plan shall use as a reference the Family Life Education Standards of Learning objectives approved by the Board of Education and shall provide age-appropriate instruction in relation to students' developmental stages and abilities.
12. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.

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## **STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS**

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## KINDERGARTEN

**K.1 The student will experience success and positive feelings about self.**

Descriptive Statement: This includes experiencing success in school work and home tasks, pride in his or her body, the effective handling of routine situations, and acceptance from others. These experiences are provided by the teacher through the climate of the classroom environment. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for racial and ethnic differences.

**K.2 The student will experience respect from and for others.**

Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate which protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

**K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.**

Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The child is introduced to the concept of privacy, especially in the use of bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed.

**K.4 The student will recognize that everyone is a member of a family and that families come in many forms.**

Descriptive Statement: This includes a variety of family forms: traditional or two-parent families--mother, father, and children; extended families--relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; fan-families with stepparents; and blended fan-families--new families formed by the marriage of a man and woman with children from previous marriages.

**K.5 The student will identify members of his or her own family.**

Descriptive Statement: This refers to identifying the adult and child members of the student's family.

**K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.**

Descriptive Statement: The focus is on the positive words and actions which convey care, protection, and guidance. This includes touching, listening, hugging, praising, encouraging, supporting, helping, and playing. It also includes helping the child understand that rules are made for safety and protection.

**K.7 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**

Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual and for the family. *The student will begin to understand the differences between appropriate and inappropriate expressions of affection.*

**K.8 The student will recognize the elements of good and bad touches by others.**

Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.

**K.9 The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

**K.10 The student will identify "feeling good" and "feeling bad."**

Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this and other objectives.

**K.11 The student will find help safely if lost.**

Descriptive Statement: Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.

## **FIRST GRADE**

- 1.1 The student will experience continuing success and good feelings about self.**  
Descriptive Statement: The teacher continues to provide a classroom environment that fosters experiences of success in school work, in self-acceptance of body image, in the handling of routine situations, and in group activities. The student is made aware of any behavior on his or her part that causes others to have bad feelings. Parents are encouraged to reinforce successful experiences and self-esteem at home.
- 1.2 The student will experience continuing respect from others.**  
Descriptive Statement: Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.
- 1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.**  
Descriptive Statement: The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings.
- 1.4 The student will develop an understanding of the importance of a family and of different family patterns.**  
Descriptive statement: The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family and its various forms at the first-grade level. The following family patterns are included: two-parent families, extended families--relatives other than the immediate family living in the home, single-parent families, adoptive families, foster families, families with stepparents, and blended families--new families formed by the marriage of a man and woman with children from previous marriages.
- 1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.**  
Descriptive Statement: The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or handicapped family members; and providing for fun and play.
- 1.6 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.**  
Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos, and other materials. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.



- 1.7 The student will use correct terminology when talking about body parts and functions.**  
Descriptive Statement: Terms included in this approach are urinate, bowel movement, penis, and vulva to substitute for colloquial or slang terminology. These terms are introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.
- 1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.**  
Descriptive Statement: Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems.
- 1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.**  
Descriptive Statement: The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama.
- 1.10 The student will experience the logical consequences of his or her behavior.**  
Descriptive Statement: The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.
- 1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**  
Descriptive Statement: The child is reminded that appropriate expressions of affection are important for individual and family well-being and that physical affection from family members and friends usually represents good touching. *The student will begin to understand the differences between appropriate and inappropriate expressions of affection.*
- 1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.**  
Descriptive Statement: Elements of good and bad touching are reviewed, and methods of avoiding negative encounters are presented. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.

## SECOND GRADE

- 2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.**  
Descriptive Statement: The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a handicap as unique individuals with many strengths.
- 2.2 The student will realize that adults other than parents also provide care and support for children.**  
Descriptive Statement: Adults, other than parents, who provide care and support for children include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.
- 2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.**  
Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.
- 2.4 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.**  
Descriptive Statement: Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior.
- 2.5 The student will demonstrate appropriate ways of dealing with feelings.**  
Descriptive Statement: Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. *The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships.* Appropriate behavior in response to pleasant and unpleasant feelings is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.
- 2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**  
Descriptive Statement: The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family. *The student will recognize inappropriate expressions.*

- 2.7 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches. *The student will understand the differences between appropriate and inappropriate expressions of affection and behavior.*

- 2.8 The student will be conscious of how commercials use our emotions to make us want products.**

Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.

## THIRD GRADE

- 3.1 The student will demonstrate a sense of belonging in group work and play.**  
Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior. Participation in groups such as the scouts is encouraged.
- 3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.**  
Descriptive Statement: Expressive media (for example, exercises, games, art, music, dance, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.
- 3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.**  
Descriptive Statement: Changes which occur include moving, the addition or birth of a sibling, the birth of a handicapped child, death, illness, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving.
- 3.4 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.**  
Descriptive Statement: An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. It is important that feelings be expressed openly in appropriate ways.
- 3.5 The student will identify external body parts associated with reproduction and elimination, using correct terms.**  
Descriptive Statement: External genitalia are explained, including such terms as penis, scrotum, vaginal opening, opening of the urethra, and anus.
- 3.6 The student will recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.**  
Descriptive Statement: The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Emphasis is placed also on different rates of learning, and students are taught to be tolerant of those who do not learn quickly.
- 3.7 The student will become aware that both a male and a female are necessary to have a baby.**  
Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

- 3.8 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.**  
Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.
- 3.9 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.**  
Descriptive Statement: Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group.
- 3.10 The student will practice safety rules in the home.**  
Descriptive Statement: This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on telephone and door-answering safety when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.
- 3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.**  
Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, ~~or~~ telling the person that he or she does not like the touch, *and telling a trusted adult about the inappropriate approach.*
- 3.12 The student will be conscious of how commercials use our emotions to make us want products.**  
Descriptive Statement: Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.

## FOURTH GRADE

**4.1 The student will be able to identify the human reproductive organs.**

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.

**4.2 The student will identify physical changes that begin to occur during puberty.**

Descriptive Statement: The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and auxiliary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and auxiliary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Students are helped on an individual basis to avoid being fearful if they are slower to develop than their peers. The harmful effects of teenage pregnancy are discussed along with the importance of avoiding premarital sexual activity. In addition, the importance of cleanliness in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.

**4.3 The student will develop an awareness of human fertilization and prenatal development.**

Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.

**4.4 The student will identify basic human emotions and effective ways of dealing with them.**

Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive *or abusive* behavior.

**4.5 The student will develop positive reactions to his or her strengths and weaknesses.**

Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.

**4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.**

Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with handicapped family members.

- 4.7 The student will describe the factors surrounding child abuse and child neglect.**  
Descriptive Statement: The terms child abuse and child neglect (including sexual abuse) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.
- 4.8 The student will identify factors contributing to the use of drugs.**  
Descriptive Statement: Discussion includes the motivation for using drugs and other substances--a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from psychic pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.
- 4.9 The student will recognize the dangers of substance abuse.**  
Descriptive Statement: The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the many contributing factors to family violence, sexual violence, and child abuse.

## **FIFTH GRADE**

**5.1 The student will define the structure and function of the endocrine system.**

Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.

**5.2 The student will identify the human reproductive organs in relation to the total anatomy.**

Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.

**5.3 The student will explain how human beings reproduce.**

Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the need to avoid premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.

**5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.**

Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.

**5.5 The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.**

Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.

**5.6 The student will identify reasons for avoiding sexual activity prior to marriage.**

Descriptive Statement: The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The detrimental effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted diseases, are emphasized, as well as the impact on one's reputation and self-esteem.

**5.7 The student will describe the effects of personal hygiene on one's self-concept.**

Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Toxic shock syndrome and its relation to cleanliness are included.



- 5.8 The student will recognize the importance of contributing to a constructive group activity.**  
Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.
- 5.9 The student will develop an increased understanding of the roles, duties, and responsibilities of family members.**  
Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Non-traditional career roles of males and females are discussed, and options for the life-long goals of men and women are presented.
- 5.10 The student will examine the messages from mass media related to sexuality.**  
Descriptive Statement: Printed materials, advertising, television, wearing apparel, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation and sexual violence.
- 5.11 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for himself or herself.**  
Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, violence, and premarital sexual relationships.
- 5.12 The student will recognize threatening or uncomfortable situations and how to react to them.**  
Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.
- 5.13 The student will explain the effects of substance abuse on the body.**  
Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.
- 5.14 The student will become aware of the existence of sexually transmitted diseases.**  
Descriptive Statement: The nature and myths regarding sexually transmitted diseases, including acquired immune deficiency syndrome (AIDS), is introduced. AIDS is explained as a deadly disease. Other diseases referred to include syphilis, gonorrhea, chlamydia, and genital herpes.

## SIXTH GRADE

- 6.1 The student will relate personal hygiene to the physical changes that occur during puberty.**

Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

- 6.2 The student will explain the effects of growth on development, attitudes and interests.**

Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and nongroup relationships (cliques and loners), peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

- 6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.**

Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

- 6.4 The student will recall basic facts about sexually transmitted diseases.**

Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, chlamydia, and genital herpes. Diseases of the genitalia common to adolescents who are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

- 6.5 The student will be able to describe the etiology, effects, and transmission of the AIDS virus.**

Descriptive Statement: Instruction includes factual information regarding the AIDS virus and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

- 6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.**

Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted diseases, unwanted pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social, economic, and physical consequences.

- 6.7 The student will describe personal characteristics that can contribute to happiness for self and others.**

Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of handicapped persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others.

**6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.**

Descriptive Statement: This is accomplished by defining the types of abuse and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.

**6.9 The student will become aware of community healthcare and safety agencies and their functions.**

Descriptive Statement: Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted diseases, including AIDS; other general and specialized medical services, including the role of the family physician or local health department; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

**6.10 The student will explain the effects of substance abuse on the individual, family, school, and society.**

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on genetic risks and fetal development, the nature of addictive personalities, drunken driving, physical and sexual abuse, family violence, and the hazards of "second-hand" smoking. Information on local community resources for obtaining help with these problems is included.

**6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.**

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse and stereotyping is stressed.

**6.12 The student will apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions.**

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on life-long goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available to women are stressed as choices and are identified in the decision making process.

## SEVENTH GRADE

- 7.1 The student will identify his or her role and relationships within the family.**  
Descriptive Statement: Content includes identification of personal interactions; communication skills; ways of meeting emotional, physical, and intellectual needs; and the student's contribution to the family unit. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.
- 7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.**  
Descriptive Statement: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sex-response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.
- 7.3 The student will realize that physical affection is not all sexual, but that it also can be an expression of friendship, of celebration, or of a loving family.**  
Descriptive Statement: The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. *The student will recognize the difference between appropriate and inappropriate physical affection. ~~Factual information about personal anxieties encountered frequently by adolescents. Such anxiety has led to increased dropout and teen suicide problems.~~*
- 7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.**  
Descriptive Statement: Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Ways to say "no" to premarital sexual relations and ways that students can support each other in saying "no" are presented. *Characteristics of abusive relationships are addressed.* In addition, the detrimental effects of teenage pregnancy, the nature of sexually transmitted diseases, and the benefits of delaying sexual activity until marriage are reviewed.
- 7.5 The student will identify messages in society related to sexuality.**  
Descriptive Statement: The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Messages conveyed by adults also are addressed. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media programs containing negative components.

- 7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.**  
Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted diseases, including AIDS; pelvic inflammatory disease (PID); cervical cancer; unwanted pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with abstinence during the preteen and teenage years.
- 7.7 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.**  
Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's life-long goals and potential achievements are emphasized, particularly in view of the many personal and career options available to women.
- 7.8 The student will describe the signs and symptoms of pregnancy.**  
Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.
- 7.9 The student will develop an understanding of and responsibility for family planning.**  
Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.
- 7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.**  
Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation, including the homes and cars of acquaintances when no appropriate supervision is available. Key terms are defined. ~~and~~ ~~a~~ Approaches *and behaviors* used by molesters are identified and explained. Community resources for victims of molestation and assault are identified.
- 7.11 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases, including AIDS.**  
Descriptive Statement: Topics include the nature, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to AIDS: syphilis, gonorrhea, chlamydia, and genital herpes. In addition, myths are dispelled; for example students learn that one cannot contract a sexually transmitted disease from dirty dishes or clothing. High-risk activities, such as needle sharing, intravenous drug abuse, are discussed. Community resources for the testing and treatment of sexually transmitted diseases are identified.

- 7.12 The student will identify the issues associated with friendships.**  
Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and by relating these characteristics to changes as one advances through the growth and development process. *The student will identify the characteristics of healthy and unhealthy friendships and other relationships.*
- 7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.**  
Descriptive Statement: Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate *and inappropriate* dating behavior, and fulfilling dating responsibilities.
- 7.14 The student will recognize contributions of various racial and ethnic groups to family life and society.**  
Descriptive Statement: Topics include the importance of racial and ethnic identity for families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.
- 7.15 The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing point of view.**  
Descriptive Statement: Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.

## EIGHTH GRADE

**8.1 The student will relate stages of human development to his or her own developmental level.**

Descriptive Statement: The student learns that people change as they age, according to their developmental level--physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self-understanding and self-acceptance--now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.

**8.2 The student will recognize the development of sexuality as an aspect of the total personality.**

Descriptive Statement: The primary factor to be presented is the development of one's own sexual identity.

**8.3 The student will become aware of the need to think through decisions and to take responsibility for them.**

Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, and conflict resolution. Life-long educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives.

**8.4 The student will identify the issues associated with friendships.**

Descriptive Statement: The student accomplishes this by reviewing the characteristics of *appropriate and inappropriate* friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.

**8.5 The student will recognize the nature of dating during adolescence.**

Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship. *The student will also recognize warning signs for potentially abusive dating relationships.*

**8.6 The student will interpret the messages in society related to sexuality.**

Descriptive Statement: Students continue to discover and analyze messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects. Positive alternatives to media immersion are discussed.

**8.7 The student will describe strategies for saying "no" to premarital sexual relations.**

Descriptive Statements: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say no" to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

- 8.8 The student will develop the coping skills needed to deal with stress.**  
Descriptive Statement: Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of AIDS); and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).
- 8.9 The student will identify the stresses related to changing relationships in the home, school, and community.**  
Descriptive Statement: Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary.
- 8.10 The student will analyze the issues related to teenage pregnancy.**  
Descriptive Statement: Issues such as the role of the teenage father and the adverse impact of pregnancy on both families are identified. The physical, social, emotional, legal, financial, educational, and nutritional implications of teenage pregnancy also are discussed.
- 8.11 The student will review facts about pregnancy prevention and disease control.**  
Descriptive Statement: Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100% effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases.
- 8.12 The student will describe the effects of alcohol and drug abuse on families and peer relationships.**  
Descriptive Statement: The effects of substance abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such abuse within the family also are emphasized, including family and sexual violence.
- 8.13 The student will identify the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.**  
Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and provocative behavior and dress, saying "no," and identifying other alternatives. Characteristics of dating violence and abusive relationships will be discussed. Information on referral services also is provided.
- 8.14 The student will recall the ways in which the AIDS virus is transmitted, and techniques for preventing this disease.**  
Descriptive Statement: This involves describing behaviors, including homosexuality, that put one at risk; dispelling myths regarding the transmission of the disease; and stressing



abstinence and rejection of the use of illegal, intravenous drugs. The use of condoms in preventing the spread of AIDS is discussed.

## NINTH GRADE

- 9.1 The student will trace the human growth cycle in relation to parenting skills from the prenatal period through the elderly stage.**  
Descriptive Statement: Information about developmental levels throughout the life cycle-- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly--is related to the complexity of child-rearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.
- 9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.**  
Descriptive Statement: Topics include the function of the family, family forms, family strengths, and family influences on society.
- 9.3 The student will recognize the development of sexuality as an aspect of the total personality.**  
Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.
- 9.4 The student will review and apply the decision-making process.**  
Descriptive Statement: Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, and reason as bases for decision-making.
- 9.5 The student will review the nature and purposes of dating.**  
Descriptive Statement: Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. *Students will discuss the signs of dating violence and abusive relationships.* Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.
- 9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.**  
Descriptive Statement: The physical, emotional, social, and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.
- 9.7 The student will interpret the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.**  
Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. *The student will demonstrate proper approaches to dealing with abusive relationships.*
- 9.8 The student will relate specific information on substance abuse to each stage of the life cycle.**  
Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

- 9.9 The student will be able to explain the process of reproduction.**  
Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.
- 9.10 The student will demonstrate understanding of specific health issues, including the ability to conduct particular self-examinations.**  
Descriptive Statement: The focus is on factual information about menstruation, toxic shock syndrome, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.
- 9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.**  
Descriptive Statement: Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.
- 9.12 The student will explain the transmission and prevention of the AIDS virus.**  
Descriptive Statement: This is a review of the ways in which the AIDS virus is transmitted and the techniques for preventing this disease.
- 9.13 The student will identify the effects of discrimination.**  
Descriptive Statement: The teacher helps students identify forms of discrimination including ageism, racism, and sexism and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families.
- 9.14 The student will begin to identify educational and career goals.**  
Descriptive Statement: Students formulate educational and career objectives. A "life goals" project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females.

## TENTH GRADE

**10.1 The student will determine how maturation affects adolescents.**

Descriptive Statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, the decision-making process, sources of values, and self-discipline.

**10.2 The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.**

Descriptive Statement: *Appropriate* ~~friendships~~, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed.

**10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.**

Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.

**10.4 The student will use the steps in the decision-making process to solve specific problems.**

Descriptive Statement: Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.

**10.5 The student will recognize the need to abstain from premarital sexual intercourse.**

Descriptive Statement: Content focuses on the need to consider life-long goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of non-marital pregnancy, the effects of sexually transmitted diseases, the impact on reputation and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized, especially the opportunities available to young men and women who concentrate on attaining their personal, educational, and career goals. In addition, abstinence continues to be emphasized as the only method that is 100% effective in preventing pregnancy.

**10.6 The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.**

Descriptive Statement: Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language and caring gestures, rather than through premarital sexual intercourse.

- 10.7 The student will explain the factors to be considered in preparing for dating and marriage.**  
Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. *Steps to developing positive, healthy relationships will also be discussed.*
- 10.8 The student will examine factors to be considered in life-goal planning.**  
Descriptive Statement: Discussion includes life-long career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.
- 10.9 The student will describe the signs and symptoms of pregnancy.**  
Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.
- 10.10 The student will analyze the factors associated with a healthy pregnancy.**  
Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use of alcohol and other drugs, as well as the effects of sexually transmitted diseases, including AIDS. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.
- 10.11 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.**  
Descriptive Statement: Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth; and the stages of fetal development prior to birth.
- 10.12 The student will describe available birthing options.**  
Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives, such as natural childbirth, are examined.
- 10.13 The student will identify the stages of the birthing process.**  
Descriptive Statement: The stages of the birthing process include the onset of the process and the three stages of labor and delivery--dilation, birth, and expulsion of placenta.
- 10.14 The student will analyze the skills and attitudes needed to become a competent parent.**  
Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. *Students will understand the importance of the parenting responsibilities of both the mother and father. The student will be able to identify community and familial support systems that are available to parents.* ~~Emphasis is placed on the joint participation mother and father and sharing of parenting responsibilities. The point is made that single parents can receive support from friends, from the extended family, and from community resources.~~

**10.15 The student will describe adjustments to be made after the birth of a child.**

Descriptive Statement: The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

**10.16 The student will compile a list of community agencies and resources available to assist individuals and families.**

Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.

**10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.**

Descriptive Statement: Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

## **ELEVENTH GRADE**

- 11.1 The student will evaluate individual strengths and weaknesses in relation to personal, educational, and career goals.**  
Descriptive Statement: Students are guided through a realistic self-assessment including working toward personal improvement, setting short- and long-term goals, formulating action plans, establishing priorities, and using school and community resources. Emphasis is placed on the variety of choices available to young women and the need for sound decision making.
- 11.2 The student will relate major theories of human development to his or her own situation and/or developmental level.**  
Descriptive Statement: A review of the major theories of personal developmental stages is followed by analysis of each stage as it relates to the student's own development. Students are made aware that these are theories, that they are not all inclusive, and that they may or may not relate to the student's individual life.
- 11.3 The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying "no" to undesirable behavior.**  
Descriptive Statement: The physical, emotional, social, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying "no" in ways that enable them to resist pressure from other teenagers and manage their own feelings and behavior.
- 11.4 The student will explain how television can have both positive and negative effects on the development to individuals--children, adolescents, and adults.**  
Descriptive Statement: Content includes types of messages conveyed on television; techniques for analyzing television programs and commercials; and strategies for evaluating television offerings according to their potential to entertain, to educate, to reinforce concepts, to guide or misguide behavior, and to promote violence.
- 11.5 The student will express his or her own attitude toward parenting.**  
Descriptive Statement: This centers on the student's own opinions about parenthood--possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It also includes discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s).
- 11.6 The student will develop skills in making parenting decisions.**  
Descriptive Statement: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, and maturity.
- 11.7 The student will classify the major problems, issues, and decisions related to each stage of the family life cycle.**  
Descriptive Statement: The life cycle and how it applies to individuals and families is covered along with developmental tasks and needs of individual family members.

- 11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made.**  
Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion also includes the positive aspects of parenting for the individual and for society.
- 11.9 The student will describe characteristics of newborn infants.**  
Descriptive Statement: Characteristics include physical appearance, medical tests to assess normalcy, observable infant behavior, emotional and physical needs of the child, and decisions related to circumcision.
- 11.10 The student will recall ways to cope with common fears and concerns regarding the care of newborn infants.**  
Descriptive Statement: The emphasis is on parent-child relationships, such as bonding, special care requirements, feeding schedules, stress, Sudden Infant Death Syndrome (SIDS), sleep patterns, colic, smothering, apnea, medications, illness, and breast and bottle feeding.
- 11.11 The student will describe the adjustments family members face in the postnatal period.**  
Descriptive Statement: Adjustments to be considered include how the baby's needs affect other family members and their schedules. Consideration is given to the expectations of relatives and to adult needs for privacy, recreation, and time with other children. The issue of sibling rivalry is also discussed.
- 11.12 The student will explain the stages of growth and development in children.**  
Descriptive Statement: Topics included are the growth patterns of children, behavior patterns to be expected as children develop, and appropriate parent responses in reacting to and in guiding children's behavior.
- 11.13 The student will calculate the personal considerations and financial costs of childbearing.**  
Descriptive Statement: This includes the following considerations: the economic costs of raising a child, including the expenses of medical care before and after pregnancy; the costs of educating a child; the social considerations, including the investment of time and energy needed for quality child care; and the opportunity considerations, such as staying home to care for a child rather than pursuing an education or a career. This is balanced with discussion regarding the rewards of having children.
- 11.14 The student will identify criteria for selecting adequate child-care services.**  
Descriptive Statement: This is achieved by guiding the student in identifying child-care alternatives and in establishing guidelines for selecting appropriate care, considering pre-school education, after-school day care, the problems of children in self-care ("latchkey") situations, and the need for quality and quantity of time in maintaining the well-being of the child.
- 11.15 The student will analyze community resources to meet specific needs.**  
Descriptive Statement: This analysis focuses on community health-care resources, employee benefits and programs, support agencies and services, sources of educational information about child care and parenting, and family planning resources.



## TWELFTH GRADE

- 12.1 The student will describe the value of the home and family as primary sources of enrichment and personal renewal.**  
Descriptive Statement: Content focuses on the importance of home and family as a support system, as a nurturing influence in developing values and attitudes, and as an example or role model for the student's future home and lifestyle.
- 12.2 The student will analyze the effects of cultural and family patterns on individual and family development.**  
Descriptive Statement: Topics such as kinship, family cultural background and customs, family religious traditions, and the changing family in today's society are analyzed.
- 12.3 The student will describe types of adjustments and sources of conflict in interpersonal relationships.**  
Descriptive Statement: Students learn that adjustments in relationships are to be expected and are not all bad. Instruction also includes common problems, commitment to the relationship, communication skills, decision-making strategies, compromise, and other methods of conflict resolution.
- 12.4 The student will explain how parental responsibilities change throughout the family life cycle.**  
Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.
- 12.5 The student will recognize problems of individuals with handicapping conditions and ways in which families can be sensitive to and make adjustments for these needs.**  
Descriptive Statement: The emphasis is on managing and coping with the emotional and financial stress brought on by the special needs of individual family members with such conditions as chronic illness, physical and emotional handicaps, and learning disabilities. The use of community resources, educational institutions, and personal skills is included.
- 12.6 The student will develop a plan for managing resources in the home.**  
Descriptive Statement: This involves developing a household budget that achieves family goals. Time and energy management and the role of personal skills also are discussed.
- 12.7 The student will interpret state laws that affect family life.**  
Descriptive Statement: Current laws in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, child abuse, sexual abuse and assault, and legal responsibilities of parents.

- 12.8 The student will identify ways of preventing and/or coping with various types of violence.**  
Descriptive Statement: Content includes issues associated with dating violence, spouse abuse, sexual assault, physical and verbal child abuse, family violence, and abuse of the elderly and disabled; violence prevention strategies, and identification of local support groups and agencies. Emphasis is placed on abuse as an unacceptable form of behavior that should not be tolerated. The need to report violence to appropriate authorities and agencies is presented as well as methods of reporting.
- 12.9 The student will analyze stress and crisis situations which affect family life.**  
Descriptive Statement: Stress situations and crises in the family are emphasized, particularly parental crises, death and dying, the termination of a marriage, role changes, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and crises and to ensure that the final outcome is positive.
- 12.10 The student will identify procedures and criteria for assessing community resources that deal with individual and family problems.**  
Descriptive Statement: Students learn how to locate community resources and how to evaluate them in selecting appropriate assistance with individual and family problems.
- 12.11 The student will interpret rationale for saying "no" to premarital sexual activity.**  
Descriptive Statement: The student progresses in assertive skills associated with saying "no" and knows the physical, emotional, social, and economic implications of premarital sexual relations.
- 12.12 The student will prepare a plan for the fulfillment of life-long goals.**  
Descriptive Statement: Each student develops a plan designed to achieve the goals previously identified and based on the self-assessment activity in the eleventh grade. The plan includes strategies for attaining personal, educational, and career goals. The student continues to be made aware of the variety of opportunities and choices available.

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**GUIDELINES FOR TRAINING  
INDIVIDUALS WHO WILL BE TEACHING  
FAMILY LIFE EDUCATION**

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## **GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING FAMILY LIFE EDUCATION**

### **INTRODUCTION**

Individuals who teach Family Life Education (FLE) must be trained in its content, teaching strategies, use of instructional materials, assessment methods, and ways to involve parents. To ensure consistency in dealing with sensitive content and issues, a comprehensive and systematic training program is essential. The training program uses a combination of workshops and technology. The Board of Education shall establish requirements for appropriate training for teachers of FLE, which shall include training in instructional elements to support the various curriculum components. All individuals teaching FLE should participate in the state training program and follow-up activities in the region or local school division.

### **TRAINING PROGRAM**

The Department of Education sponsored, in 1988 through 1990, a series of regional and statewide FLE training sessions and teleconferences for the divisions' FLE contact persons, grade level leaders, and teachers. The school division contact persons and grade-level leaders were responsible for determining if the program was properly implemented.

In following years, FLE inservice and staff development workshops were offered from the Department of Education on an "as requested basis." During 1996, Virginia Commonwealth University's Division of Health and Physical Education conducted a survey of local FLE staff development needs. Data were requested from five representatives in each school division (the division-level FLE contact person; an administrator or teacher from the elementary, middle, and high schools; and the special education director). The survey indicated the need for ongoing, consistent, and skill appropriate staff development opportunities on 21 specific topics. Over a two-year period, two advisory groups (including representatives of the Virginia Congress of Parents and Teachers, the Virginia Department of Health, central office administrators, teachers, higher education educators, and adolescents) provided input in developing an ongoing staff development plan partially implemented in 1997 and fully implemented in 2002.

The current FLE staff development plan is primarily funded through federal funds from the Centers for Disease Control and Prevention, Division of Adolescent and School Health. Additional funds sometimes are provided through the U. S. Department of Education, Safe and Drug-free School Programs, and the Virginia Department of Health. The staff development plan includes the use of 14 training modules (in manual format) to address most of the 21 requested topics, a continual broad scope and multiple-level review process, piloting of newly developed draft modules, evaluation of each module,

and revisions of the training manuals. The plan also includes a multiple-level training-of-trainers program where qualified educators are identified to provide staff development workshops to FLE teachers, other classroom teachers (including special education), instructional specialists, administrators, nurses, counselors, social workers, parents, community-based educators, and related positions. Some trainers are identified as statewide mentor trainers and others are identified as local facilitators.

The theory-based, skills-based staff developed workshops are offered during statewide summer training sessions and at regional or local sites during the school year on an “as requested basis.” Each training session is evaluated. Results of the evaluation are used to revise training manuals and instructional procedures for adults.

## **SUMMARY**

This design provides for consistency in training personnel and implementing the FLE program. The provision for support and follow-up is based on research findings which indicate ~~indicating~~ that without ~~if~~ effective training and follow-up activities ~~are not provided, there is little likelihood~~ it is less likely that individuals will practice what they have been trained ~~to do~~. The evaluation will be designed to determine, on a continuing basis, if teachers or community-based educators that work with youth use information or skills learned in their classes with children and youth. This approach to evaluation should provide useful information about the success of the program, both immediate and long-term.

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## **GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT**

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## **GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT**

### **INTRODUCTION**

An important element in the successful implementation of a Family Life Education program is parent/community involvement. A theme that runs throughout the program is the parent/teacher team approach to Family Life Education. Because of the sensitive nature of program content, a planned approach to parent/community involvement is critical.

### **PLAN FOR PARENT/COMMUNITY INVOLVEMENT**

In each school division that offers Family Life Education, the superintendent will identify a community involvement team, or use the school health advisory board, which should include individuals such as central office personnel, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.

Parents and community-based personnel are encouraged to participate in statewide and local training sessions for Family Life Education.

The community involvement team or school health advisory board members will work with others in their localities to offer an ongoing plan to explain the Family Life Education program and to solicit support and involvement in its implementation.

### **PARENT INVOLVEMENT ACTIVITIES**

Department of Education staff members provide workshops and training sessions on Family Life Education and related topics at the state leadership conference and the annual convention of the Virginia Congress of Parents and Teachers (Virginia PTA). Parents participate on the statewide HIV/STD Resources Review Panel and on other planning committees as formed. One of the current 14 training modules addresses *Parental Involvement in Family Life Education*. School and community-based personnel as well as other parents are encouraged to participate in workshops that outline the key components of Family Life Education and the role of parents in the program.

Each teacher of Family Life Education is asked to meet with parents of students involved in the program. Provision should be in place for an ongoing review of local curriculum and instructional materials before they are used in the classroom. It is recommended that a resource center containing Family Life Education materials that may be checked out by parents is available in every school.

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# Board of Education Agenda Item

Item: \_\_\_\_\_ H. \_\_\_\_\_

Date: \_\_\_\_\_ June 28, 2007 \_\_\_\_\_

**Topic:** First Review of Recommended Cut Scores for the Virginia Alternate Assessment Program

**Presenter:** Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

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## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

Board review required by

\_\_\_\_\_ State or federal law or regulation

  x   Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

  x   Action requested at this meeting      \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

  x   No previous board review/action

\_\_\_\_\_ Previous review/action

date \_\_\_\_\_

action \_\_\_\_\_

## Background Information:

The Virginia Alternate Assessment Program (VAAP) is intended to assess the achievement of students with significant cognitive disabilities who are unable to participate in the Standards of Learning (SOL) assessment program even with accommodations. A compilation of student work called a Collection of Evidence is prepared for students participating in the alternate assessment program. The VAAP, which is required by the federal *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), was first administered in the 2000-2001 school year. VAAP was revised for the 2006-2007 school year based on guidance received from the United States Department of Education as part of the peer review process required under the *No Child Left Behind Act of 2001*. The communication skills previously assessed in the VAAP were removed so that all submitted evidence is now based on the student's achievement of the Aligned Standards of Learning. In addition, Collections of Evidence must now include evidence from each reporting category within a test blueprint. Previously, two Aligned Standards of Learning were assessed without regard to reporting category coverage. Committees of Virginia educators were convened in early June to review selected Collections of Evidence from the spring 2007 administration and to recommend to the Board of Education the cut scores that should represent proficient and advanced performance for students in grades 3 through 5, 6 through 9, and 10 through 12 who are submitting Collections of Evidence in the areas of reading, mathematics, history/social sciences, and science for the VAAP.

**Summary of Major Elements:**

A range of recommended cut scores for the achievement levels of pass/proficient and pass/advanced for reading, mathematics, science, and history/social sciences for students in grades 3 through 5, 6 through 9, and 10 through 12 will be presented to the Board.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board waive first review and adopt cut scores for the achievement levels of pass/proficient and pass/advanced for reading, mathematics, science, and history/social sciences for the students in grades 3 through 5, 6 through 9, and 10 through 12 so that Adequate Yearly Progress without delay.

**Impact on Resources:**

N/A

**Timetable for Further Review/Action:**

The Board should periodically review the cut scores for the Virginia Alternate Assessment Program.

**DRAFT**

**Virginia Alternate Assessment Program  
Standard Setting  
June 2007**

Psychometric Services  
Pearson Educational Measurement

## Executive Summary

On June 4-8, 31 educators from the Commonwealth of Virginia met in Richmond, VA to set standards for the Virginia Alternate Assessment Program (VAAP). Staff from Pearson Educational Measurement (PEM) provided training and assistance in the effort, using a modified Body of Work standard setting procedure.

Standard setting panelists were divided into three groups based on grade bands: grades 3-5 (nine panelists), grades 6-8 (twelve panelists), and high school (ten panelists). The demographics of the panelists are presented in Table ES1.

**Table ES1**

**Demographics of the Panelists**

Gender		Gender		Region		Number of Students in School		Location of School		Typical SES of Students	
Male	6%	White	90%	1	24%	1-325	0%	Rural	39%	Low	3%
Female	94%	Black	6%	2	21%	326-450	17%	Suburban	52%	Lower Middle	42%
		Am.Ind	3%	3	3%	451-550	10%	Urban	10%	Middle	39%
				4	14%	551-750	13%			Upper Middle	16%
				5	24%	> 750	60%			Upper	0%
				6	3%						
				7	10%						
				8	0%						

All three groups participated in a joint general session that covered an introduction to the modified Body of Work procedure, the VAAP, and the performance level descriptors to be used throughout the process. After discussion of the performance level descriptors, the panelists broke into their respective grade bands so that review of the collections of evidence (COE) could begin. They reviewed the COE during Round 1 and rated each COE as “Needs Improvement/Failure”, “Proficient”, or “Advanced” (range-finding). Following discussion of Round 1 results showing individual and group level cut score information and a tabulation of the ratings given to the set of COE, panelists reviewed only those COE that were in disagreement more than 67% of the time (pinpointing). Following discussion of the Round 2 results and, the panelist made their final recommendations as to what the score cut should be in Round 3. After Round 3, three members were selected from each of the grade band committees to serve on a Vertical Moderation committee.

The cut score information resulting from Round 3 of the standard setting process for both the Proficient and Advanced cuts is summarized in tables ES2-ES7. The range of

possible score points differed by subject area (Reading, 8 points; History and Science, 16 points; and Mathematics, 20 points). Table ES7 and Figure ES1 show the percentage of total possible points required to reach each cut represented by the Round 3 recommendations.

**Table ES2**

**Grade Band 3-5 PROFICIENT  
Cut Score Information**

	Reading	History	Mathematics	Science
Range	3-4	8-9	10-12	9-10
Mean	3.7	8.9	10.7	9.2
SD	0.50	0.33	0.71	0.44
SE <sub>Mean</sub>	0.17	0.11	0.24	0.15
<b>Median</b>	<b>4.0</b>	<b>9.0</b>	<b>11.0</b>	<b>9.0</b>
SE <sub>Median</sub>	0.21	0.14	0.30	0.19
IQR	1.0	0.0	1.0	0.5

**Table ES3**

**Grade Band 3-5 ADVANCED  
Cut Score Information**

	Reading	History*	Mathematics	Science
Range	6-7	13-14	15-17	13-14
Mean	6.3	13.7	15.3	13.1
SD	0.50	0.50	0.71	0.33
SE <sub>Mean</sub>	0.17	0.17	0.24	0.11
<b>Median</b>	<b>6.0</b>	<b>14.0</b>	<b>15.0</b>	<b>13</b>
SE <sub>Median</sub>	0.21	0.21	0.30	.14
IQR	1.0	1.0	0.5	0

\* The Vertical Articulation committee recommended a change to this cut.

**Table ES4**  
**Grade Band 6-8 PROFICIENT**  
**Cut Score Information**

	Reading	History*^	Mathematics*	Science*
Range	3-5	7-8	8-12	8-9
Mean	3.7	7.8	10.1	8.3
SD	0.65	0.45	1.16	0.45
SE <sub>Mean</sub>	0.19	0.13	0.34	0.13
<b>Median</b>	<b>4.0</b>	<b>8.0</b>	<b>10.0</b>	<b>8</b>
SE <sub>Median</sub>	0.24	0.16	0.43	0.16
IQR	1.0	1.0	2.0	0

\* The Vertical Articulation committee recommended a change to this cut. ^ The rules of articulation did not allow for the committee to change this cut.

**Table ES5**  
**Grade Band 6-8 ADVANCED**  
**Cut Score Information**

	Reading	History	Mathematics	Science*
Range	6-7	11-13	12-16	11-13
Mean	6.4	12.4	14.8	12.3
SD	0.51	0.67	1.48	0.62
SE <sub>Mean</sub>	0.15	0.19	0.43	0.18
<b>Median</b>	<b>6.0</b>	<b>12.5</b>	<b>15.0</b>	<b>12</b>
SE <sub>Median</sub>	0.19	0.24	0.54	0.23
IQR	1.0	1.0	2.0	1.0

\* The Vertical Articulation committee recommended a change to this cut.

**Table ES6**  
**Grade Band HS PROFICIENT**  
**Cut Score Information**

	Reading	History	Mathematics*	Science
Range	4-4	8-10	10-12	8-10
Mean	4.0	9.1	11.6	9.2
SD	0.00	0.57	0.70	0.79
SE <sub>Mean</sub>	0.00	0.18	0.22	0.25
<b>Median</b>	<b>4.0</b>	<b>9.0</b>	<b>12.0</b>	<b>9</b>
SE <sub>Median</sub>	0.000	0.23	0.28	0.31
IQR	0.0	0.5	1.0	1.5

\* The Vertical Articulation committee recommended a change to this cut.

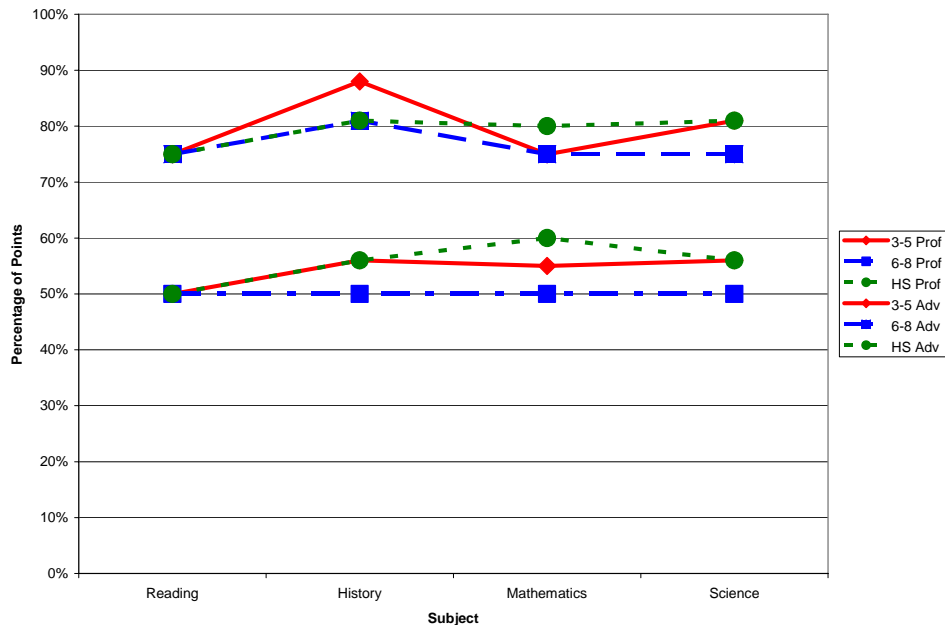
**Table ES7**  
**Grade Band HS ADVANCED**  
**Cut Score Information**

	Reading	History	Mathematics	Science
Range	6-6	12-14	16-17	11-14
Mean	6.0	13.3	16.1	12.7
SD	0.00	0.67	0.32	0.82
SE <sub>Mean</sub>	0.00	0.21	0.10	0.26
<b>Median</b>	<b>6.0</b>	<b>13.0</b>	<b>16.0</b>	<b>13</b>
SE <sub>Median</sub>	0.000	0.26	0.13	.33
IQR	0.0	1.0	0.0	1.0

**Table ES8**  
**Percentage of Points Required to Achieve Each Proficiency Level**

Band	Reading	History	Mathematics	Science
3-5 Prof	50%	56%	55%	56%
6-8 Prof	50%	50%	50%	50%
HS Prof	50%	56%	60%	56%
3-5 Adv	75%	88%	75%	81%
6-8 Adv	75%	81%	75%	75%
HS Adv	75%	81%	80%	81%

**Figure ES1**  
**Percentage of Points Required to Achieve Each Proficiency Level**



On the final day of the standard setting, a smaller vertical moderation committee of nine panelists reviewed the results in terms of each subject as a whole across grade bands. All the Round 3 recommendations and summarizing data were presented to the vertical moderation committee. The demographics of the vertical articulation panel are presented in Table ES9.

**Table ES9**

**Demographics of the Panelists**

Original Grade Span	Gender		Ethnicity	
	Male	Female	White	Black
3-5	1	2	2	1
6-8		3	2	1
HS		3	2	1

This committee was tasked with reviewing the cuts established by each individual grade band within a subject and making any final recommendations to adjust the Round 3 cuts so that academic rigor was consistent across grades within a subject and that the cuts were reasonable given the population assessed. The vertical moderation committee was not allowed to make any recommendations outside the ranges already established in Round 3 by the individual grade-span groups. Following discussion of each subject area and the associated cuts, the committee voted on whether or not to change any of the cuts. If a majority voted to change a cut, then discussion occurred and a second round of voting was done to establish the new cut.

The vertical moderation committee accepted all Round 3 recommendations with the exception of the following:

- Grade 3-5 History Advanced cut
- Grade 6-8 Science Proficient cut
- Grade 6-8 History Proficient cut (see note below)
- Grade 6-8 Mathematics Proficient
- Grade 6-8 Science Advanced
- High school Mathematics Proficient cut.

With these recommendations, the vertical articulation committee recommended matching these cuts to the other two grade spans' cuts so that consistent academic rigor was being applied across all grade spans. NOTE: The vertical articulation committee voted to change the 6-8 History Proficient cut to match the 3-5 and high school cuts, but the rules of articulation did not allow the cut to move beyond the range established during the 6-8 History round 3 deliberations. The vertical articulation committee recommends that the State Board adjust this cut to match the other grade spans' cuts.

Tables ES10 and ES11 and Figure ES2 show the results following the changes recommended by the vertical articulation committee.



**Table ES10**  
**Number of Points Needed to Achieve Each Proficiency Level**

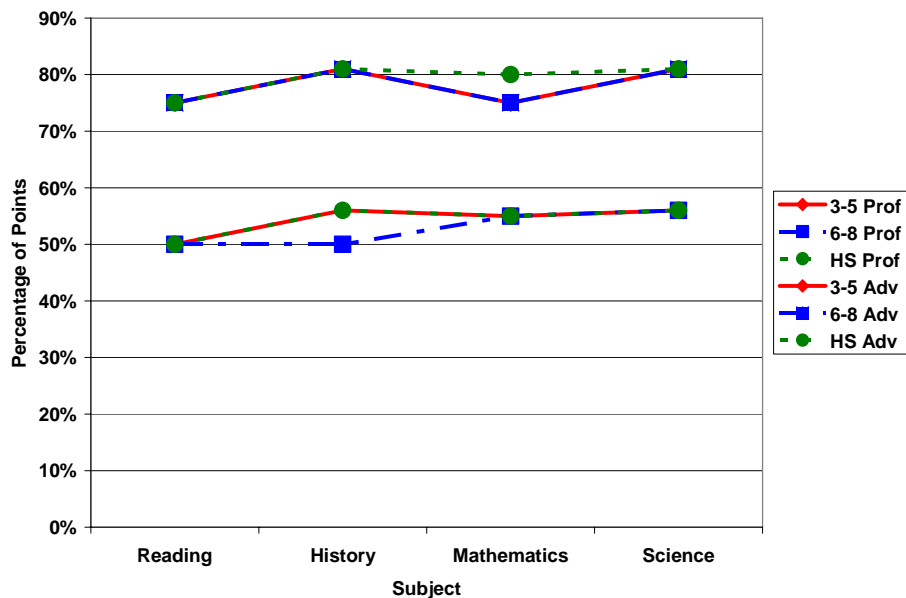
Band	Reading	History	Mathematics	Science
3-5 Prof	4	9	11	9
6-8 Prof	4	8*	11	9
HS Prof	4	9	11	9
3-5 Adv	6	13	15	13
6-8 Adv	6	13	15	13
HS Adv	6	13	16	13

\* The vertical articulation committee voted to change this cut to 9, but the rules prohibited formalizing the change.

**Table ES11**  
**Percentage of Points Required to Achieve Each Proficiency Level**

Band	Reading	History	Mathematics	Science
3-5 Prof	50%	56%	55%	56%
6-8 Prof	50%	50%	55%	56%
HS Prof	50%	56%	55%	56%
3-5 Adv	75%	81%	75%	81%
6-8 Adv	75%	81%	75%	81%
HS Adv	75%	81%	80%	81%

**Figure ES2**  
**Percentage of Points Required to Achieve Each Proficiency Level**



# Board of Education Agenda Item

Item: \_\_\_\_\_ I. \_\_\_\_\_

Date: \_\_\_\_\_ June 28, 2007 \_\_\_\_\_

**Topic:** First Review of Draft Guidelines Establishing an Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence (8VAC 20-131-325)

**Presenter:** Dr. Patricia I. Wright, Chief Deputy Superintendent of Public Instruction

**Telephone Number:** 804-225-2979

**E-Mail Address:** Patricia.Wright@doe.virginia.gov

**Origin:**

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by

\_\_\_\_\_ State or federal law or regulation

X Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_ Action requested at this meeting X Action requested at future meeting: July 25, 2007 (date)

**Previous Review/Action:**

X No previous board review/action \_\_\_\_\_ Previous review/action date \_\_\_\_\_ action \_\_\_\_\_

**Background Information:**

The significant gains in student achievement that have been made by Virginia public schools since the Standards of Learning accountability program was established in 1995 are a tribute to the vision, creativity, and hard work of teachers and school leaders throughout the Commonwealth. Building on the successes of the Standards of Learning, we aspire to achieve a world-class system of education that promotes an attitude of competence to excellence. Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21<sup>st</sup> century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.

The Commonwealth's vision of educational excellence must combine competency requirements in reading, mathematics, science, and history and social science with an incentive-based program that recognizes and rewards higher levels of achievement and progress on multiple indicators of school and student performance.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC 20-131-325) authorize the Board to establish guidelines for recognizing and rewarding school accountability performance.

**Summary of Major Elements:**

The Board of Education's *Virginia Index of Performance (VIP)* incentive program is proposed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

Student achievement is a fundamental component in determining the accreditation status of Virginia's public schools. Student performance is measured by achievement on the Standards of Learning (SOL) tests or additional assessments approved by the Board of Education. A school achieves fully accredited status primarily by meeting pass rates established for all students. This model of standards-based accountability has served Virginia well for over a decade. To be competitive in a global economy, however, we must build on our successes and strive for higher levels of achievement for all of our children. Fully accredited schools and school divisions should be recognized and rewarded as they make significant progress towards this goal.

The *Virginia Index of Performance (VIP)* is intended to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance. To reach excellence goals greater attention must be placed on the achievement level of each student; we should not be satisfied with "proficient."

The advanced proficiency achievement level on Standards of Learning assessments is a measure of academic excellence. In the proposed index, individual student scores are weighted according to the achievement levels of basic, proficient, and advanced with the advanced level having the highest weight.

A VIP achievement measure (0 to 100 points) may be calculated at the school and division levels for combined performance across the four discipline areas in which SOL tests are administered. VIP achievement points are awarded based on the total number of students performing at each proficiency level. An index of performance is determined by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores.

Bonus or additional points may be earned when a school or division meets or exceeds other performance objectives established for the program, such as reading on grade level by third grade, Algebra I enrollment by grade 8, college-level course enrollments, graduation rate, diploma types, career and technical credentials, and healthy students. A tiered incentive and rewards system will be created to recognize levels of performance (points earned) on the Virginia Index of Performance.

The attached document, *Draft Board of Education Guidelines: An Incentive Program that Encourages and Recognizes Competence to Excellence (8VAC 20-131-325)* describes the program and its implementation.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the draft guidelines establishing an incentive program to encourage and recognize school accountability performance and competence to excellence (8VAC 20-131-325).

**Impact on Resources:**

Rewards may include banners, plaques, and monetary awards. The education community and the private sector may be invited to sponsor various incentives, including monetary awards.

**Timetable for Further Review/Action:**

The proposed guidelines will be presented to the Board for final review and approval in July 2007 for implementation in late fall 2007.

# **Virginia Board of Education Guidelines**

## ***An Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence***

***(8VAC 20-131-325)***

*Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21<sup>st</sup> century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.*

**June 28, 2007**

## ***An Incentive Program that Encourages and Recognizes School Accountability Performance and Competence to Excellence***

### **Overview**

The significant gains in student achievement that have been made by Virginia public schools since the Standards of Learning accountability program was established in 1995 are a tribute to the vision, creativity, and hard work of teachers and school leaders throughout the Commonwealth.

Building on the successes of the Standards of Learning, we aspire to achieve a world-class system of education that promotes an attitude of competence to excellence. We must challenge all of our students to reach higher levels of achievement over the next decade.

Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21<sup>st</sup> century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.

The Commonwealth's vision of educational excellence must combine competency requirements in academics with an incentive-based program that recognizes and rewards higher levels of achievement and progress on multiple indicators of school and student performance. A rewards system should acknowledge significant progress on multiple measures, such as quality preschool programs, reading on grade level and literacy for all, graduation rates, advanced-level student performance, career and technical certifications, college-level course enrollment, and accelerated learning opportunities.

We must also recognize schools and school divisions that promote the health and wellness of its students by encouraging good nutrition and increased physical activity.

The Board of Education's *Virginia Index of Performance (VIP)* incentive program is proposed to recognize and reward schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

## Goals for VIP Incentive Program

The following goals are proposed for the *Virginia Index of Performance (VIP)* incentive program.

- Every child enters kindergarten ready to learn
- Every child reads on grade level by third grade and maintains reading proficiency throughout the elementary, middle, and high school grades
- Middle school students prepare for success in high school by enhancing their literacy skills and successfully completing more rigorous high school mathematics courses, including Algebra I
- High school students earn a high school diploma, especially advanced studies diplomas, within four years
- All high school graduates are prepared for postsecondary education and work
- Every child acquires healthy lifestyle habits that promote physical fitness and good nutrition

### Performance Objectives and Measures for VIP Incentive Program

The following chart identifies performance objectives and measures that support the goals identified above and will serve as a basis for the VIP program.

<i>Performance Objective</i>	<i>Performance Measure</i>
<i>1. Increase the percentage of third graders reading on grade level</i>	<i>Percentage of students passing the Grade 3 state reading assessment increases annually (95% state goal)</i>
<i>2. Increase the percentage of students enrolled in Algebra I by grade 8</i>	<i>Percentage of students enrolled in Algebra I by grade 8 increases annually (40% state goal)</i>
<i>3. Increase the percentage of high school students taking Advanced Placement, International Baccalaureate, and dual enrollment courses</i>	<i>Percentage of high school students enrolled in one or more AP, IB, or dual enrollment courses increases annually (25% state goal)</i>
<i>4. Increase the number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students</i>	<i>Number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students increases annually (7,191 state goal)</i>
<i>5. Increase the percentage of high school graduates earning an Advanced Studies</i>	<i>Percentage of high school graduates earning an Advanced Studies Diploma out of the total</i>

<i>Performance Objective</i>	<i>Performance Measure</i>
<i>Diploma</i>	<i>number of diplomas awarded increases annually (57% state goal)</i>
<i>6. Increase the percentage of students who receive a high school diploma recognized by the Board of Education</i>	<i>Percentage of high school students earning a diploma recognized by the Board as compared to ninth-grade enrollment four years earlier increases annually (Target TBD in 2008 using new formula—state interim target 80%)</i>
<i>7. Increase the percentage of schools that are fully accredited and making Adequate Yearly Progress</i>	<i>Percentage of fully accredited schools in each division and the percentage of schools in each division making Adequate Yearly Progress increases annually (100% state goal)</i>
<i>8. Increase the percent of at-risk four-year-olds who attend a quality preschool program</i>	<i>Percent of school divisions that fully utilize Virginia Preschool Initiative funding for at-risk four-year-olds increases annually (100% state goal)</i>
<i>9. Increase the percentage of students achieving at higher levels of proficiency on state assessments</i>	<i>Percentage of students in each subgroup achieving Advanced Proficient on state assessments increases annually</i>
<i>10. Increase the percentage of students maintaining literacy proficiency throughout their adolescent years</i>	<i>Percentages of students passing the Grade 5 state reading assessment and Grade 8 state reading and writing assessments increase annually (95% state goal)</i>
<i>11. Increase the percent of schools offering foreign language instruction in the elementary grades</i>	<i>Percent of elementary schools offering foreign language instruction increases annually</i>
<i>12. Increase participation in the Governor's Nutrition and Physical Activity Scorecard Awards Program</i>	<i>Number of schools that are registered users of the Scorecard and that earn Governor's awards increases annually</i>



## **Implementing the *Virginia Index of Performance (VIP)* Incentive Program**

### Design and Purpose:

The Virginia Index of Performance (VIP) incentive program will be designed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance that are aligned with the Commonwealth's goals for public education.

### Description of Index:

The Virginia Index of Performance (VIP) is intended to measure the extent to which students are progressing towards advanced proficiency levels on state academic assessments and on other indicators of school and student performance as determined by the Board of Education.

The advanced proficiency achievement level on Standards of Learning assessments is a measure of academic excellence. In the proposed index, individual student scores are weighted according to the achievement levels of basic, proficient, and advanced with the advanced level having the highest weight. A VIP achievement measure (0 to 100 points) may be calculated at the school and division levels for combined performance across the four discipline areas in which SOL tests are administered.

VIP achievement points are awarded based on the total number of students performing at each proficiency level. A weighted index of performance is determined by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores.

Bonus or additional points may be earned when a school or division meets or exceeds other performance objectives established for the program, such as reading on grade level by third grade, Algebra I enrollment by grade 8, college-level course enrollments, graduation rate, diploma types, career and technical credentials, and healthy students.

## Virginia Index of Performance (VIP) Point System:

<i><b>SOL/State Assessment Scaled Score</b></i>	<i><b>SOL/State Assessment Proficiency Level</b></i>	<i><b>Points Awarded Each Score</b></i>
500-600	Advanced	100
400-499	Proficient	75
Up to 399 (varies by test)	Fail/Basic (Reading and Math 3-8)	25
Below 400 (except Basic)	Fail	0

<i><b>Other Performance Measures</b></i>		
<i><b>School/Division Eligibility</b></i>	<i><b>Performance Measure</b></i>	<i><b>Points Awarded</b></i>
Elementary School Division	<i>Percentage of students passing the Grade 3 state reading assessment increases annually (95% state goal)</i>	3 points
Middle School Division	<i>Percentage of students enrolled in Algebra I by grade 8 increases annually (40% state goal)</i>	2 points
High School Division	<i>Percentage of high school students enrolled in one or more AP, IB, or dual enrollment courses increases annually (25% state goal)</i>	1 point
High School Division	<i>Number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students increases annually (7,191 state goal)</i>	1 point
High School Division	<i>Percentage of high school graduates earning an Advanced Studies Diploma out of the total number of diplomas awarded increases annually (57% state goal)</i>	1 point
High School Division	<i>Percentage of high school students earning a diploma recognized by the Board as compared to ninth-grade enrollment four years earlier increases annually (Target TBD in 2008 using new formula—state interim target 80%)</i>	1 point
Division	<i>Percentage of fully accredited schools in each division and the percentage of schools in each division making Adequate Yearly Progress increases annually (100% state goal)</i>	1 point
Division	<i>School division fully utilizes Virginia</i>	1 point

<i><b>Other Performance Measures</b></i>		
<i><b>School/Division Eligibility</b></i>	<i><b>Performance Measure</b></i>	<i><b>Points Awarded</b></i>
	<i>Preschool Initiative funding for at-risk four-year-olds (100% state goal)</i>	
All Schools Division	<i>Percentage of students in each subgroup achieving Advanced Proficient on state assessments increases annually</i>	1 point
Elementary and Middle Schools Division	<i>Percentages of students passing the Grade 5 state reading assessment and Grade 8 state reading and writing assessments increase annually (95% state goal)</i>	1 point
Elementary School Division	<i>Percent of elementary schools offering foreign language instruction increases annually</i>	1 point
Division	<i>Number of schools in the division that are registered users of the Governor's Nutrition and Physical Activity Scorecard increases annually</i>	1 point
All Schools	<i>Or School earns Governor's Nutrition and Physical Activity award</i>	

Procedure for Determining VIP Score Points (All subjects combined):

<i>No. of Student Scores</i>	<i>SOL Proficiency Level</i>	<i>Points Awarded Each SOL Score</i>	<i>Total Points Awarded (100 maximum)</i>
	Advanced	100	
	Proficient	75	
	Basic	25	
	Fail	0	
(a) Total Achievement Points Awarded			
(b) Total No. of Student Scores			
(c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b)			
(d) Additional Index Points (up to 5 points maximum from other performance measures)			
(e) VIP Score Points = Achievement Index Points (c) + Additional Measures Index Points (d)			

VIP Score Point Calculations Illustrated:

Example I:

<i>No. of Student Scores</i>	<i>SOL Proficiency Level</i>	<i>Points Awarded Each Score</i>	<i>Total Points Awarded (100 maximum)</i>
15	Advanced	100	1500
60	Proficient	75	4500
20	Basic	25	500
5	Fail	0	0
(a) Total Achievement Points Awarded			6500
(b) Total No. of Student Scores			100
(c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b)			65.0
(d) Additional Index Points (up to 5 points maximum from other performance measures)			?
(e) VIP Score Points = Achievement Index Points (c) + Additional Index Points (d)			?

Example II:

<i>No. of Student Scores</i>	<i>Proficiency Level</i>	<i>Points Awarded Each Score</i>	<i>Total Points Awarded (100 maximum)</i>
30	Advanced	100	3000
55	Proficient	75	4125
10	Basic	25	250
5	Fail	0	0
(a) Total Achievement Points Awarded			7375
(b) Total No. of Student Scores			100
(c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b)			73.75
(d) Additional Index Points (up to 5 points maximum from other performance measures)			?
(e) VIP Score Points = Achievement Index Points (c) + Additional Index Points (d)			?

Example III:

<i>No. of Student Scores</i>	<i>Proficiency Level</i>	<i>Points Awarded Each Score</i>	<i>Total Points Awarded (100 maximum)</i>
50	Advanced	100	5000
40	Proficient	75	3000
5	Basic	25	125
5	Fail	0	0
(a) Total Achievement Points Awarded			8125
(b) Total No. of Student Scores			100
(c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b)			81.25
(d) Additional Index Points (up to 5 points maximum from other performance measures)			?
(e) VIP Score Points = Achievement Index Points (c) + Additional Index Points (d)			?

Awards Recognition and Incentives

A VIP Awards program will be established to recognize individual schools and school divisions annually based on Virginia Index of Performance (VIP) scores. Awards will be made in the fall based on performance in the previous year. The Board of Education will invite the Governor to partner with the Board and the Department of Education in promoting the Virginia Index of Performance (VIP) incentive program.

A three-tiered incentive and rewards system will be created to recognize levels of performance on the Virginia Index of Performance. Rewards may include banners, plaques, and monetary awards. The education community and the private sector will be invited to sponsor various incentives, including monetary awards.

### Levels of Recognition

A *VIP Excellence Award* will recognize a school division or a school that has been fully accredited and has made adequate yearly progress for two consecutive years and earns a VIP score of 80 points or higher.

A *VIP Competence to Excellence Award* will recognize a school division or a school that has been fully accredited and has made adequate yearly progress for two consecutive years and earns a VIP score between 75 and 80 points.

A *VIP Rising Star Award* will recognize a school division or a school that has been fully accredited and has made adequate yearly progress for two consecutive years and improves their VIP scores significantly from the previous year. The *VIP Rising Star Award* may not be earned in conjunction with the *VIP Excellence Award* or the *VIP Competence to Excellence Award*. Improvement gains must be such that the school or division is on a path towards a VIP of 100 by 2014 consistent with federal adequate yearly progress goals. An acceptable growth target will be calculated for each school and division after a VIP baseline is established.

# Board of Education Agenda Item

Item: \_\_\_\_\_ J. \_\_\_\_\_

Date: \_\_\_\_\_ June 28, 2007 \_\_\_\_\_

**Topic:** Annual Performance Report on Adult Education and Family Literacy

**Presenter:** Ms. Elizabeth Hawa, Director, Adult Education and Literacy

**Telephone Number:** (804) 225-2293      **E-Mail Address:** Elizabeth.Hawa@doe.virginia.gov

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

  X   Board review required by

  X   State or federal law or regulation

    \_\_\_\_\_ Board of Education regulation

    \_\_\_\_\_ Other: \_\_\_\_\_

  X   Action requested at this meeting      \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

  X   No previous board review/action

\_\_\_\_\_ Previous review/action

    date \_\_\_\_\_

    action \_\_\_\_\_

## Background Information:

The *Code of Virginia* states:

### **Section 22.1-226. Allocation of state funds; evaluation and report.**

A. State funds provided for adult education programs shall be allocated to school divisions for actual costs on a fixed-cost-per-student or cost-per-class basis.

B. School divisions shall evaluate adult education programs offered by the school division annually, beginning on July 1, 2000, by synthesizing data collected for other state and federal reports, and shall report the findings of the evaluation, including the effectiveness and success of programs in assisting adults in obtaining the general educational development (GED) certificate and the high school diploma. The Board of Education shall collect the results and report the findings to the Governor and the General Assembly.

## Summary of Major Elements:

The attached report summarizes the progress made by learners in adult education programs funded by Title II of the Workforce Investment Act during the 2005-2006 fiscal year. The document reports performance targets negotiated with the U. S. Department of Education and the progress made in reaching the targets.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Adult Education Annual Performance Report pursuant to Section 22.1-226 in the *Code of Virginia*.

**Impact on Resources:**

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

**Timetable for Further Review/Action:**

Following the Board's approval, the report will be transmitted to the Governor and the General Assembly as required by the *Code of Virginia*.





**VIRGINIA BOARD OF EDUCATION**

**2007 Annual Report**

# **ADULT EDUCATION ANNUAL PERFORMANCE REPORT**

**PRESENTED TO**

**THE HONORABLE TIMOTHY KAINE  
GOVERNOR OF VIRGINIA  
AND  
THE GENERAL ASSEMBLY**

**JUNE 2007**

## ADULT EDUCATION ANNUAL PERFORMANCE REPORT FISCAL YEAR 2005-2006

The Office of Adult Education and Literacy (OAEL), located in the Virginia Department of Education (VDOE), Division of Instruction, provides leadership and oversight to adult education programs and services in Virginia, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL). Although the *Code of Virginia* places the responsibility for adult education with Virginia's 132 local school divisions, services are delivered through a partnership of public and community-based providers that includes local school boards; community colleges; not-for-profit and faith-based literacy groups; employers; state, local and regional correctional facilities; and state institutions.

OAEL manages federal and state funds allocated for these programs. This report describes progress made in reaching programmatic goals established for providers that utilize federal and state resources to augment other public or private funds to conduct adult education programs. Virginia's programs have been successful in meeting the goal of continuous improvement as prescribed by the Workforce Investment Act (WIA). In fiscal year 2005-2006, OAEL was eligible for incentive funds. Eligibility is determined through a formula that incorporates performance targets established by the National Reporting System (NRS) methodology and negotiated with the U.S. Department of Education (USED) annually.

The fiscal year 2005-2006 data indicate that progress is being made to meet the goals cooperatively established by USED and VDOE. This report presents quantitative information in the following areas: (1) characteristics of the adult education population, (2) program performance summary, (3) educational functioning level (EFL) performance, and (4) follow-up outcome measures. Also included is a section on state management of the performance data.

### CHARACTERISTICS OF THE ADULT EDUCATION POPULATION

Demographic Indicator	Description
Total Enrollment	Virginia's total enrollment (31,490) is comprised of 39 percent Adult Basic Education (ABE), 14 percent Adult Secondary Education (ASE) and 47 percent English for Speakers of Other Language (ESOL) students.
Ethnicity	Virginia's adult student ethnic composition includes 31.8 percent (10,023) Hispanic; 29.4 percent (9,261) White; 28 percent (8,807) Black; 10.3 percent (3,251) Asian; .3 percent (96) American Indian/Alaskan Native; and .2 percent (52) Native Hawaiian or Other Pacific Islander.
Age	Eight percent of Virginia's adult student enrollment (2,394) is 16-18; 23 percent (7,176) is 19-24; 51 percent (16,019) is 25-44 years of age; 15 percent (4,865) is 45-59; and three percent (1,036) is 60 or older.
Gender	Fifty-eight percent (18,166) of Virginia's adult student enrollment is female and 42 percent (13,324) is male.
Employment Status	Virginia's adult students reflect the following employment statuses: 16,156 are employed; 15,334 are unemployed; 2,981 are in a correctional setting; 35 are in another institutional setting; and 1,271 are on public assistance.
Annual Average Hours of Attendance	Average hours of attendance for students enrolled in ABE are 60; in ASE, 39; and in ESL, 78. The overall average is 66.

## PROGRAM PERFORMANCE SUMMARY

Areas of Accomplishment	Performance Highlights
Educational Gains	Thirteen thousand seven hundred seventy-six (13,776) students, or 44 percent, completed their educational functioning levels, and another 7,798, or 25 percent, completed their levels and advanced one or more levels.
Performance Targets	Virginia programs exceeded target performance levels in seven out of eleven educational functioning levels: ABE Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low, ESL Beginning Literacy, ESL Beginning, ESL Intermediate Low, and ESL Intermediate High. The four levels where Virginia did not meet targets in performance were ABE Intermediate High, ASE Low, ESL Low Advanced, and ESL High Advanced.
GED Completers	Statewide, 15,019 adult students earned their GED credentials.
GED Credentials	Eighty-nine percent (89 percent) of students exiting GED Certificate programs attained their GED credentials.
External Diploma Credentials	Ninety-four percent (94 percent) of students exiting the External Diploma Program attained their External Diploma.
High School Diploma Credentials	Eighty-one percent (81 percent) of students exiting adult high school diploma programs attained their high school diploma.

## ADULT BASIC EDUCATION (ABE)

Educational Functioning Level	Performance Highlights
ABE Beginning Literacy	Forty-seven percent (47 percent) of enrolled students in ABE Beginning Literacy completed their educational functioning level, exceeding the 41 percent target performance level by six percentage points.
ABE Beginning Basic Education	Forty-nine percent (49 percent) of enrolled students in ABE Beginning Basic Education completed their educational functioning level, exceeding the 46 percent target performance level by three percentage points.
ABE Intermediate Low	Forty-eight percent (48 percent) of enrolled students in ABE Intermediate Low completed their educational functioning level, exceeding the 46 percent target performance level by two percentage points.
ABE Intermediate High	Thirty-eight percent (38 percent) of enrolled students in ABE Intermediate High completed their educational functioning level. Virginia's target performance level was 44 percent. Identifying educational gains of this group has become more challenging with the increased desire of students to take the GED Tests. Many of these students were not present for the administration of a post-test.

### ADULT SECONDARY EDUCATION (ASE)

Educational Functioning Level	Performance Highlight
ASE Low	Thirty-three percent (33 percent) of enrolled students in ASE Low completed their educational functioning level. Virginia's target performance level was 56 percent. Identifying educational gains of this group has become more challenging with the increased desire of students to take the GED Tests. Many of these students were not present for the administration of a post-test.

### ENGLISH FOR SPEAKERS OF OTHER LANGUAGE (ESOL)

Educational Functioning Level	Performance Highlights
ESL Beginning Literacy	Forty percent (40 percent) of enrolled students in ESL Beginning Literacy completed their educational functioning level, exceeding the 37 percent target performance level by three percentage points.
ESL Beginning	Forty-six percent (46 percent) of enrolled students in ESL Beginning completed their educational functioning level, exceeding the 37 percent target performance level by nine percentage points.
ESL Intermediate Low	Forty-nine percent (49 percent) of enrolled students in ESL Intermediate Low completed their educational functioning level, exceeding the 42 percent target performance level by seven percentage points.
ESL Intermediate High	Fifty percent (50 percent) of enrolled students in ESL Intermediate High completed their educational functioning level, exceeding the 40 percent target performance level by ten percentage points.
ESL Low Advanced	Thirty-one percent (31 percent) of enrolled students in ESL Low Advanced completed their educational functioning level. Virginia's target performance level was 34 percent. Identifying the educational gains of this group is a major challenge because many of these adults are better educated, seeking employment, or working multiple jobs. As a result, these adults may not be available for a post-test. Transition options for students into adult basic education instructional environments are being explored.
ESL High Advanced	Twenty-eight percent (28 percent) of enrolled students in ESL High Advanced completed their educational functioning level. Virginia's target performance level was 34 percent. Identifying the educational gains of this group is a major challenge because many of these adults are better educated, seeking employment, or working multiple jobs. As a result, these adults may not be available for a post-test. Transition options for students into adult basic education instructional environments are being explored.

## FOLLOW-UP OUTCOME MEASURES

Follow-up Measure	Performance Highlights
Obtain a High School Diploma or GED Credential	Eighty-nine percent (89 percent) of students with a goal of obtaining a high school diploma or GED reached their goal one quarter after leaving class, exceeding the 79 percent target level by 10 percentage points.
Enter Employment	Thirty-four percent (34 percent) of students with a goal to enter employment reached their goal one quarter after leaving class. Virginia's target performance level was 37 percent. The counts of those employed are historically lower than the actual number because of challenges with data matching. Virginia Employment Commission (VEC) data are used for matching purposes. Individuals reported by the VEC include only those employed in Virginia and represent less than four quarters of employment matching data. Many individuals may be working in neighboring states or for cash, barter or otherwise "off-the-books." Additionally, the strength of the employment data and the ability to match are dependent on adult students providing social security numbers.
Retain Employment	Fifty-seven percent (57 percent) of students with a goal to retain employment reached their goal three quarters after leaving class, exceeding the 55 percent target by two percentage points.
Enter Postsecondary Education or Training	Twenty-eight percent (28 percent) of students with a goal to enter postsecondary education or training reached their goal one quarter after leaving class. Virginia's target performance level was 33 percent. State Council of Higher Education in Virginia (SCHEV) data are used for matching purposes. The data collection period for SCHEV does not cover two quarters of the adult education fiscal year. As a result, this figure does not represent the total number entering postsecondary education or training. In addition, adults seeking postsecondary education and training may be attending programs not recognized by SCHEV or programs in other states. Acceptance into the military is an additional indicator not captured in the postsecondary match. Additionally, the strength of the postsecondary data and the ability to match are dependent on adult students providing social security numbers.

Progress in Virginia's adult education programs includes improved achievement in education functioning level completion and surpassing state goals to retain employment and obtain a high school diploma or GED.

## STATE MANAGEMENT OF PERFORMANCE DATA

OAEL has a comprehensive data management system for the collection, analysis, and reporting of state data for the NRS. OAEL has procedures and systems that promote the highest levels of data validity and reliability, including systems for verifying data accuracy from local programs, systems for monitoring data collection and analyses, and corrective systems to improve data on an ongoing basis. State procedures indicate a focus on continuous improvement of the quality and accuracy of data.